DOCUMENT RESUME

ED 152 869 UD 017 874

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TITLE Community Crisis Intervention and the Boston School Desegregation Effort: Case Study of a Training Program.
INSTITUTION Boston Univ., Mass. School of Medicine.
SPONS AGENCY National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE 76
GRANT 5T41MH 13004-04
NOTE 109p.; Pages iii to iv may be marginally legible due to print quality of the original document

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Bus Transportation; Community Health; Community Problems; Conflict Resolution; *Crisis Therapy; Elementary Secondary Education; *Integration Effects; Manuals; *Mental Health Programs; Parents; Psychological Needs; *Race Relations; *Racial Attitudes; *School Integration; Staff Orientation; Students
IDENTIFIERS *Massachusetts (Boston)

ABSTRACT

Court ordered school desegregation in Boston resulted in racial conflict. In response to the psychological problems generated by this conflict, psychiatrists from Boston University Medical School developed a crisis intervention program designed to provide needed support for children, parents, and school staff. The program's design was based on: (1) a sensitivity to and awareness of the needs and social characteristics of the citizens; (2) a recognition that an effective preventative program would require training in community mental health and crisis intervention principles; (3) a broad understanding of the causes of aggression, violence and prejudice; and (4) a knowledge of the techniques for managing group, interpersonal and individual interactions. This manual is directed toward training mental health workers to deal with the types of social and psychological crises which can develop in academic institutions. Methods involved in establishing a training program are outlined. Suggestions for recruitment of trainees are offered. A number of themes related to school desegregation are presented as they were covered in a series of lectures. Other areas addressed include the work study phase of the program, in-class discussions, legal rights and responsibilities of mental health workers, and the roles of outside institutions. Suggestions for dealing with crises are printed in both Spanish and English. (Author/GC)

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COMMUNITY CRISIS INTERVENTION AND THE BOSTON SCHOOL DESEGREGATION EFFORT: CASE STUDY OF A TRAINING PROGRAM

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UD017874

A PUBLICATION OF THE CRISIS INTERVENTION PROGRAM OF THE BOSTON UNIVERSITY SCHOOL OF MEDICINE, DIVISION OF PSYCHIATRY/SOLOMON CARTER FULLER MENTAL HEALTH CENTER

"THE ONLY REASON WE'RE TAKING ON THIS PROBLEM IN THE FIRST PLACE IS THAT WE HAVE UNDERSTOOD THAT THE GREATEST DAMAGE THAT IS DONE TO BLACK FOLK IS THE SPIRITUAL AND EMOTIONAL DAMAGE THAT'S DONE BY ISOLATION AND OPPRESSION, WE CAN'T CURE. I REMEMBER THE TIME THEY PUT POLICE DOGS ON THE BLACK FOLK IN BIRMINGHAM, AND EVERYONE CAME BACK PANICKED INTO THE CHURCH, AND SUDDENLY IT DAWNED ON ME THAT WE WERE UP AGAINST A DOG AND A BILLYCLUB. I ASKED HOW MANY FOLK HAS BEEN HIT ON THE HEAD WITH A BASEBALL BAT, AND SURE ENOUGH ABOUT HALF THE CHURCH HAD.

I ASKED HOW MANY HAD BEEN BITTEN BY A DOG. AND MOST FOLK JUST IN THE COURSE OF GROWING UP WITH DOGS ALL OVER THE STREET HAD SOMETIME HAD A DOG GET A HOLD OF THEM. WHAT HAPPENS IS WITH ONE YOU GET A LOCKJAW SHOT AND WITH THE OTHER YOU HAVE A HEADACHE FOR A WHILE. IT DIDN'T PRODUCE A CONCUSSION. YOU GOT HIT ON THE HEAD WITH A BASEBALL BAT, AND YOU KEPT ON GOING AND DIDN'T EVEN STOP THE GAME. THEN WHY IS IT THAT YOU'RE SO AFRAID OF THIS KIND OF THING? IT'S TYPICAL TO GET HIT ON THE HEAD WITH A BRICK AS A KID. THERE'S NOTHING UNUSUAL ABOUT IT; IT HAPPENS EVERY DAY IN EVERY COMMUNITY FOR NOTHING!

WHAT YOU'RE TALKING ABOUT NOW IS YOUR PARTICIPATION IN A TREMENDOUS SOCIAL REVOLUTION! IF YOU'VE SUFFERED THESE KINDS OF PHYSICAL ACCIDENTS FOR NOTHING, WILL YOU MAKE A DECISION TO SUFFER THEM AS A NECESSARY PART OF A TREMENDOUS SOCIAL REVOLUTION! MOST KIDS WILL...SAY 'YEAH' THAT'S NOT A BIG PRICE TO PAY. ONCE THEY GET OVER THAT HURDLE OF NOT BEING AFRAID AND IF THEY CAN ANALYZE THE THINGS THAT CAN HAPPEN TO THEM, AND DEAL WITH THEM IN THEIR OWN MIND AS SOMETHING THEY ARE NOT GOING TO RUN FROM, THEN MOST OF THE PROBLEMS ARE SOLVED. AGAIN I DON'T KNOW ALL THE MECHANISMS FOR SOLVING THOSE PROBLEMS INSIDE KIDS, BUT THEY DO IT! THEY COME THROUGH WHEN YOU CAN MAKE THEM USE THEIR HEADS INSTEAD OF REACTING EMOTIONALLY OR OUT OF FEAR THAT CREATES MOST OF THE PROBLEMS.

YOUR JOB AS PART OF A CRISIS TEAM IS TO FIND WAYS TO ORGANIZE A COMMUNITY OR SCHOOL TO THE POINT WHERE PEOPLE UNDERSTAND INTELLECTUALLY WHAT IS HAPPENING, AND NOT BEING AFRAID, THAT THEY CAN MAKE CONSCIOUS DECISIONS - THAT THIS IS WORTH THE RISK INVOLVED."

(REV. ANDREW YOUNG, U.S. CONGRESSMAN - "SOME THOUGHTS ABOUT A CRISIS TEAM'S APPROACH TO BOSTON'S SCHOOL DESEGREGATION" - IN THE CONGRESSIONAL RECORD, VOL. 121, NO. 152-PART II, OCTOBER 9, 1975 ISSUE)

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THIS MANUAL WAS SUPPORTED IN PART BY A PARAPROFESSIONAL MANPOWER DEVELOPMENT GRANT AWARD, NO. 5T41MH 13004-04 FROM THE NATIONAL INSTITUTE OF MENTAL HEALTH.

WITH APPRECIATION

This manual is a modest attempt to describe a very large effort on the part of a very large number of people. It would not be possible to list all of the individuals who contributed. However, acknowledgement of the enthusiasm and support of the Solomon Carter Fuller Area Board was most important in helping this proposal.

Gratitude must be extended to co-workers within Boston University Division of Psychiatry and the Solomon Carter Fuller Mental Health Center who came together to meet this need and to those co-workers from the many community agencies with whom we joined hands to present a solid front in behalf of children.

All of these liaisons and combinations had to be negotiated. The Crisis Team members had to be assigned and their performances monitered and encouraged. While we do not claim any great accomplishments we do lay claim to a strong presence on a troubled scene.

Therefore it is with sincere appreciation that the work of the following two workers is acknowledged:

Sandra Barros

Lyda S. Peters

And it is with humility that we acknowledge the courage, the faith and the good sense of

THE CHILDREN

Ruth M. Batson

COMMENTS FROM THE CHAIRMAN OF THE DIVISION OF PSYCHIATRY

This unique manual fills a desperate need for a training resource for mental health programs involved in school crises. This type of manual, strangely enough, has never been available for mental health professionals and other involved citizens who have been confronted with mental health crises precipitated by meaningful efforts to achieve quality education for children of all races, ethnic groups, and ethnic backgrounds.

The members of the Division of Psychiatry at Boston University Medical School, like so many other well-meaning institutions and organizations, were greatly distressed as the school crises in Boston escalated and intensified. Many staff members recognized that the city was not only confronted with an explosive social and political situation, but that tragic psychological consequences could be anticipated, especially for the children, unless some meaningful and appropriate interventions were undertaken. Sadly, however, this crisis was met with an inadequate response. Most were uncertain what to do; some were not sure it was appropriate for a health institution to become involved in a political crisis; and virtually everyone was afraid. Further, it was recognized that failure to have a school system which allows all children and parents to share the problems of public education would foster prejudicial attitudes in discrimination. This undoubtedly would affect the personality of all the school children, minority and majority. Racism affects all children. The Joint Commission on Mental Health on Children had already indicated that racism was a more pervasive and serious threat than childhood schizophrenia, mental retardation, or neuroses.

There were many persons, including some of our staff, who saw racism as a social problem, but did not quite see it as being directly involved in health or mental health problems. However, it was essential for professionals as well as citizens to understand that racism was evidence of a restraint which currently existed in the psychological development of large segments of our population. Because of this, it was apparent that the Division of Psychiatry had to become actively involved in the public school desegregation issue on an emergency basis, and in addition, had to develop long-range programs of study, education and action related to bigotry, prejudice and bias. It is indeed strange that in spite of the seriousness of the problem, few people in mental health specialties have devoted time or attention to understanding its implications in mental health programs.

Fortunately, Mrs. Ruth Batson, an Associate Professor in the Division of Psychiatry, and for many years an outstanding leader in innovative community and community mental health programs, developed a crisis intervention program, designed to provide urgently needed support for the children, parents, and school staff. The program's design was based on a sensitivity to and awareness of the needs and social characteristics of the citizens; a recognition that an effective preventative program would require training in community mental health and crisis intervention principles, and a fairly broad understanding of the causes of aggression, violence, and prejudice; and a knowledge of the techniques for managing group as well as interpersonal and individual interactions.

In collaboration with Ms. Lyda Peters, the New Careers program staff and trainees, programs within the Solomon Carter Fuller Mental Health Center, and staff from the Division of Pyschiatry, an organized effort was undertaken to provide support for the real heroes of this crisis - the school children. The program received emergency funds from the National Institute of Mental Health. This manual describes that program and indicates how a meaningful mental health program can be developed once the inertia is overcome which grips academic organizations during a social crisis. The Division of Psychiatry at Boston University Medical Center is grateful for the opportunity to have been one of the institutional sponsors of the Crisis Intervention Program which is actively attempting to prevent the pathological consequences of a divisive and violent social crisis.

Sanford I. Cohen, M.D.

PREFACE

THE CRISIS INTERVENTION PROGRAM OF THE BOSTON UNIVERSITY-SOLOMON CARTER FULLER MENTAL HEALTH CENTER WAS MADE POSSIBLE BY A SUPPLEMENT TO BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY-SOLOMON CARTER FULLER MENTAL HEALTH CENTER NEW CAREERS IN MENTAL HEALTH TRAINING PROGRAM, FUNDED THROUGH THE PARAPROFESSIONAL MANPOWER TRAINING BRANCH OF THE NATIONAL INSTITUTE OF MENTAL HEALTH. THE FOLLOWING IS NOT A REPORT ON THE CRISIS INTERVENTION PROGRAM, BUT IS A PRESENTATION OF THE PROGRAM'S TRAINING MODEL.

THE APPROACH TO CRISIS INTERVENTION TRAINING TAKEN BY THIS MANUAL IS NOT TASK ANALYSIS, BUT IS HISTORICAL. THIS WAS DONE WITH THE AIM OF LETTING OTHERS FORM THEIR OWN JUDGMENT AND THEIR OWN APPROACH TO COMMUNITY CRISIS INTERVENTION.

FOR THE PURPOSES OF THIS TRAINING MANUAL, THE TERM "CRISIS INTERVENTION" OR "COMMUNITY CRISIS INTERVENTION" REFERS TO THOSE PUBLIC OR COMMUNAL PROBLEMS WHICH HAVE OFTEN BEEN DESCRIBED AS POLITICAL. THIS IS TO DISTINGUISH IT FROM THE KIND OF MICRO-CRISIS INTERVENTION WHICH IS PART OF THE DAILY BEHAVIOR OF MENTAL HEALTH PROFESSIONALS. HOWEVER, COMMUNITY CRISIS INTERVENTION IS LARGELY DEPENDENT ON THE SKILLS USED IN THE LATTER.

THIS IS NOT A FULL EXPLICATION OF A PARTICULAR CASE STUDY BUT IS BASED ON THE RESULTS OF THE CRISIS INTERVENTION PROGRAM OPERATED BY BOSTON UNIVERSITY-SOLOMON CARTER FULLER MENTAL HEALTH CENTER. FOR FURTHER INFORMATION, PLEASE CONTACT:

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INTRODUCTION

FEW WOULD DISPUTE THE FACT THAT THERE ARE SUCH THINGS AS COMMUNITY CRISES. WHETHER THE CRISIS IS A SINGLE TRAUMATIC EVENT SUCH AS A NATURAL DISASTER, A PROLONGED SERIES OF STRESSES LIKE A DISPUTED SCHOOL DESEGREGATION EFFORT, OR A CHRONIC AND PERVASIVE CONDITION SUCH AS MASSIVE UNEMPLOYMENT, THERE ARE EVENTS AND SITUATIONS WHICH IMPINGE DIRECTLY OR INDIRECTLY ON ENTIRE COMMUNITIES, STRAINING AND, OFTEN, SHATTERING THEIR ABILITY TO DEAL WITH THE FORCES IN MOTION AROUND THEM. THERE IS NOTHING NEW ABOUT A CRISIS. NOR IS IT RADICAL TO CLAIM THAT ALL SUCH CRISES ARE, AT ONCE, MENTAL HEALTH PROBLEMS. ANXIETY, DISLOCATION, CONFUSION AND TERROR ARE ALL GENERATED BY A CRISIS AND CONTRIBUTE TO REDUCING THE INDIVIDUALS' CAPACITY TO ADJUST AND TO INHIBITING THEM FROM PROGRESSING TO RESOLUTIONS OF THEIR OWN PERSONAL CRISES. THAT IS, A COMMUNITY CRISIS IS A SOURCE OF NEW MENTAL HEALTH PROBLEMS AND HINDERS THE TREATMENT OF EXISTING ONES. THAT SOME OF ITS EFFECTS ARE CLEARLY SHORT TERM, ARGUES, NOT AGAINST TREATMENT, BUT IN FAVOR OF THE NECESSITY OF NEW AND ACTIVIST REMEDIES.

YET, MENTAL HEALTH PROFESSIONALS, WHILE GRANTING THE EXISTENCE OF COMMUNITY CRISES AND THEIR MENTAL HEALTH SIDE-EFFECTS, PERSIST IN CATEGORIZING CRISES IN A MANNER WHICH APPEARS TO OBVIATE THE NEED FOR MENTAL HEALTH INTERVENTION. THUS, WE HAVE MEDICAL PROBLEMS, EDUCATION PROBLEMS AND POLICE PROBLEMS. AND WHERE THE NEED FOR INTERVENTION IS ACKNOWLEDGED IT IS USUALLY ACCOMPANIED BY A DOUBLY NEGATIVE REFRAIN: THAT COMMUNITY CRISIS INTERVENTION REQUIRES A SPECIAL ORGANIZATION AND SPECIAL SKILLS - SKILLS WHICH ARE DIFFICULT IF NOT IMPOSSIBLE TO PLAN FOR AND TEACH. IT IS THE PURPOSE OF THIS TRAINING MANUAL TO SILENCE THIS REFRAIN BY SHOWING THAT COMMUNITY CRISIS INTERVENTION IS A NECESSARY, LEGITIMATE AND PRACTICAL ASPECT OF COMMUNITY MENTAL HEALTH, USING SKILLS WHICH ARE LARGELY IN THE REPERTOIRS OF MENTAL HEALTH WORKERS ALREADY.

WHEN THE COMMUNITY MENTAL HEALTH CENTERS WERE FIRST PROPOSED, THEIR NEW IDEA WAS NOT MENTAL HEALTH BUT THE LOCATION OF MENTAL HEALTH SERVICES WITHIN A DEFINED COMMUNITY TO WHICH THEY WOULD BE RESPONSIBLE. BY THE SAME TOKEN, CRISIS INTERVENTION IS NOT NEW, BUT ITS "LOCATION" WITHIN THE COMMUNITY MENTAL HEALTH CENTERS AS A COMMUNITY OUTREACH SERVICE IS. MENTAL HEALTH PERSONNEL ARE ACCUSTOMED TO DEALING WITH INDIVIDUAL CRISES, CRISES WHICH COME TO THE THERAPIST. COMMUNITY CRISIS INTERVENTION REVERSES THAT MOVEMENT, LOCATING ITSELF IN THE CONTEXT OF THOSE INDIVIDUALS WHO ARE SUBJECT TO THE STRESSES OF A SUPRA-INDIVIDUAL CRISIS.

MENTAL HEALTH PERSONNEL CAN BE TRAINED AS EFFECTIVE INTERVENORS IN A WIDE VARIETY OF COMMUNITY CRISES. THE TRAINING MODEL ELABORATED HERE DEALS WITH A SPECIFIC CRISIS - SCHOOL DESEGREGATION IN THE CITY OF BOSTON. HOWEVER, IT WAS DEVELOPED WITH AND INFORMED BY THE GOAL OF ESTABLISHING THE CRISIS INTERVENTION TEAM AS A CONTINUING, FLEXIBLE SERVICE OF COMMUNITY MENTAL HEALTH CENTERS.

> "THE DISTINCTIVE ELEMENT OF A CRISIS IS THAT IT REPRESENTS A SUDDEN CHANGE IN A PERSON'S RELATIONSHIP TO OTHERS, BECAUSE OF A CHANGE IN PHYSICAL, PSYCHOLOGICAL OR SOCIAL STATUS AS WELL AS A CHANGE IN A PERSON'S IMAGE OF THEMSELVES."

(RACISM, SCHOOL INTEGRATION CRISES AND MENTAL HEALTH PRESENTED DURING THE CRISIS INTERVENTION TRAINING BY DR. SANFORD I. COHEN, PROFESSOR AND CHAIRMAN OF BOSTON UNIVERSITY SCHOOL OF MEDICINE, DIVISION OF PSYCHIATRY)

BY DEFINITION, CRISES ARE SITUATIONS WHICH SEEM BEYOND THE CONTROL OF ANY INDIVIDUAL. THEIR DETAILS ARE VOLATILE AND UNPREDICTABLE. THUS, DESPITE THE FOCUS OF OUR TRAINING ON THE DESEGREGATION ISSUE, ALL CRISES DEMAND GENERIC TRAINING, THAT IS, TRAINING AIMED AT ELICITING SKILLS WHICH CAN HANDLE THE CAPRICIOUS MANIFESTATIONS COMMON TO A VARIETY OF COMMUNITY CRISES. FOR THE SAME REASON, NO TRAINING IS ADEQUATE TO ITS GOAL: IT PREPARES FOR BUT DOES NOT SUBSTITUTE FOR THE ACTUAL EXPERIENCE OF CRISIS

INVOLVEMENT AND INTERVENTION. THESE DIFFICULTIES OF CRISIS INTERVENTION TRAINING ARE NOT INSURMOUNTABLE. HOWEVER, NEGLECTING THE MENTAL HEALTH NEEDS OF A COMMUNITY-IN-CRISIS CAN HELP TO MAKE ITS BURDENS INSURMOUNTABLE TO THOSE WHO CANNOT CHOOSE NON-PARTICIPATION.

THE KIND OF CRISIS TRAINING PROGRAM DESCRIBED HEREIN HAS LONG BEEN A GOAL WITHIN THE SOLOMON CARTER FULLER MENTAL HEALTH CENTER. THIS GOAL WAS BASED ON AN EVIDENT COMMUNITY NEED FOR ACTIVE MENTAL HEALTH ASSISTANCE IN HANDLING THE PLETHORA OF CHRONIC AND ACUTE CRISES TO WHICH OUR CATCHMENT AREA HAS BEEN SUBJECT. THE WELL-KNOWN FEDERAL COURT ORDER TO DESEGREGATE THE BOSTON PUBLIC SCHOOLS PROVIDED THE OCCASION TO TEST BOTH THE NEED AND THE VIABILITY OF A COMMUNITY CRISIS INTERVENTION SERVICE: DURING THE FIRST YEAR, ON AN IMPROVISATORY BASIS AND DURING THE SECOND YEAR ON A FORMALIZED BASIS VIA A SUPPLEMENT TO THE NEW CAREERS TRAINING GRANT FROM THE NATIONAL INSTITUTE OF MENTAL HEALTH, PARAPROFESSIONAL MANPOWER TRAINING BRANCH.

THE SOCIAL UPHEAVAL ATTENDANT UPON THE COURT ORDER DURING THE FIRST YEAR OF SCHOOL DESEGREGATION IN BOSTON WAS MORE THAN AN OPPORTUNITY SINCE IT BROUGHT HOME THE MEANING OF A COMMUNITY CRISIS AND ESTABLISHED THE OUTLINES FOR MENTAL HEALTH INTERVENTION. THUS, A BRIEF OUTLINE OF SOME ASPECTS OF THE EFFECTS OF THE FIRST YEAR OF DESEGREGATION (KNOWN AS PHASE I) IS NEEDED TO SITUATE THE SUBSEQUENT CRISIS INTERVENTION TRAINING IN ITS APPROPRIATE CONTEXT. EXCEPT FROM THE INSULATED PERSPECTIVE OF A TELEVISION SCREEN OR A GLASS SHEATHED OFFICE TOWER, A CRISIS IS NOT AN ABSTRACT ENTITY SUBJECT TO FACILE ANALYSIS. RATHER, IT IS A COMPLEX CLUSTER OF EVENTS (AND NON-EVENTS) WITH A MULTIPLE ETIOLOGY: A CONTEXT WHICH IS MORE EASILY IGNORED THAN UNDERSTOOD.

THE SCHOOL DESEGREGATION CRISIS WHICH OVERTOOK THE CITY OF BOSTON

IN THE FALL OF 1974 FOUND MOST OF THOSE INVOLVED IN IT, INSTITUTIONS, AGENCIES AND INDIVIDUALS, UNPREPARED. THIS LACK OF PREPARATION COVERED THE SPECTRUM OF PROBLEMS FROM GROUP VIOLENCE TO THE DISRUPTED LIVES OF INDIVIDUAL PARTICIPANTS. DESPITE WIDESPREAD DISCUSSION, THE RANGE AND INTENSITY OF THE CRISIS WAS A SHOCK TO MANY, INCLUDING THOSE WHO HAD EXPECTED TO WITNESS A "SCHOOL PROBLEM". THE IMPACT OF THE CRISIS WAS MOST DRAMATIC, OF COURSE, WHERE IT WAS MOST VIOLENT. BUT VIOLENCE IS NOT CONFINED TO TELEGENIC EPISODES OF GROUP CLASHES. RATHER, VIOLENCE AND ITS HANDMAIDEN, RACISM, COVERED A RANGE FROM LARGE SCALE CONFRONTATIONS THROUGH "ISOLATED" STONINGS AND OTHER DANGEROUS HARASSMENTS DOWN TO "MICRO-AGGRESSION" (REFER TO THE WORKS OF DR. CHESTER PIERCE IN BIBLIOGRAPHY) IN SCHOOL CORRIDORS, BUS STOPS AND PLAYGROUNDS. ALONG WITH THE VIOLENCE WENT CONFUSION:

- OF PARENTS CONFRONTED WITH DIFFICULT DECISIONS IN THE FACE OF INADEQUATE INFORMATION AND CONFLICTING EMOTIONS;
- OF STUDENTS UNDER THE DAILY DISTRESS OF NEW SETTINGS, DIFFERENT AND AGGRESSIVE CLASSMATES, AND THE PERSISTENT THREAT OF VIOLENCE;
- OF TEACHERS AND SCHOOL STAFF FORCED TO MAKE NEW KINDS OF DECISIONS ON AN IMMEDIATE BASIS AND WITHOUT PROPER SUPPORT MECHANISMS;
- OF BUS MONITORS UNTRAINED FOR THEIR TASK;
- OF COMMUNITY SOCIAL AGENCIES FEELING COMPELLED TO ASSIST BUT INHIBITED BY THE CRISIS FROM EFFECTIVE MOBILIZATION OF THEIR RESOURCES.

NO LIST OF THE STRESSES OCCASIONED BY THE DESEGREGATION CRISIS COULD BE EXHAUSTIVE. DURING PHASE I, THE SOLOMON CARTER FULLER MENTAL HEALTH CENTER PERSONNEL WERE INVOLVED ON A VOLUNTEER BASIS, HELPING SEVERAL AGENCIES IN OUR CATCHMENT AREA (WHICH INCLUDES THE LARGEST NUMBER OF BLACK AND SPANISH-SPEAKING STUDENTS INVOLVED IN DESEGREGATION) WITH THEIR EFFORTS AT DISPOSING RUMORS, DISSEMINATING ACCURATE INFORMATION AND MONITORING CONFLICTS. THESE WERE POSITIVE STEPS RESULTING IN, AMONG

OTHER THINGS, THE CREATION OF A CONSORTIUM OF AREA SOCIAL AGENCIES TO DEVELOP A COMMUNITY EDUCATIONAL RESOURCE CENTER. BUT ON THE WHOLE, THESE WERE, NECESSARILY, CONTAINMENT EFFORTS. AND THE MAGNITUDE OF THAT FIRST YEAR'S CRISIS, A YEAR OF ONLY PARTIAL DESEGREGATION, MADE EFFECTIVE PLANNING FOR PHASE II A MATTER OF URGENCY.

DURING THAT YEAR THE SOLOMON CARTER FULLER MENTAL HEALTH CENTER BEGAN A COMMITMENT TO THE NEEDS OF ITS COMMUNITY-IN-CRISIS VIA A GROUP OF VOLUNTEERS UNDER THE DIRECTION OF MRS. RUTH M. BATSON. IT ALSO EXPERIENCED THAT CRISIS DIRECTLY IN A VARIETY OF MODES CULMINATING IN THE NECESSITY, AT ONE POINT, OF CLOSING SOME OF THE SERVICES UNDER THE DEPARTMENT OF CHILD PSYCHIATRY IN RESPONSE TO TURMOIL IN THE NEIGHBORHOOD WHERE THE SERVICES WERE LOCATED. ALTHOUGH BOTH BOSTON UNIVERSITY DIVISION OF PSYCHIATRY AND SOLOMON CARTER FULLER MENTAL HEALTH CENTER HAD SOME ENCOURAGING EXPERIENCE OF INVOLVEMENT THROUGH THE EFFORTS OF MRS. BATSON AND THEREBY, ACQUIRED SUBSTANTIAL DATA OF WHICH TO BUILD A TRAINING PROGRAM, THE ACTUAL DEVELOPMENT OF THAT PROGRAM DEPENDED STRONGLY UPON THE WILLINGNESS OF THE CENTER'S AND DIVISION'S LEADERSHIP TO MAKE AND CARRY THROUGH A POLICY DECISION IN FAVOR OF INTERVENTION. NO SUCH TRAINING PROGRAM COULD SUCCEED WITHOUT THE OVERT AND ACTIVE COMMITMENT OF THESE INSTITUTIONS ALONG WITH SPECIFIC POLICIES IMPLEMENTING THAT COMMITMENT. WITHOUT THIS, THE CRISIS INTERVENTION PROGRAM WOULD HAVE BEEN THE BURDEN OF COMMITTED INDIVIDUALS AND NOT A PROGRAMMATIC RESPONSE KEYED INTO THE MULTIPLE RESOURCES OF THE MENTAL HEALTH CENTER AND THE DIVISION OF PSYCHIATRY.

THE SEVERITY OF THE BOSTON DESEGREATION CRISIS WHICH MADE IT THE FOCUS OF NATIONAL ATTENTION ENABLED COMMUNITY CRISIS INTERVENTION TO MOVE FROM AN IDEA INTO A PLAN FOR TRAINING AND ACTIVE INTERVENTION. WITH THE ENCOURAGEMENT AND ASSISTANCE OF NATIONAL INSTITUTE OF MENTAL HEALTH, THIS PLAN BECAME

A PROPOSAL FOR PARAPROFESSIONAL TRAINING, FUNDED IN PART, UNDER THE NATIONAL INSTITUTE OF MENTAL HEALTH. THE STATED PURPOSE OF THE TRAINING PROGRAM WAS AS FOLLOWS:

> TO TRAIN A GROUP OF NEW CAREERISTS, OTHER PARAPROFESSIONALS AND A SELECT GROUP OF PROFESSIONALS WITH THE NECESSARY SKILLS TO BE EFFECTIVE INTERVENORS IN THE ONGOING SCHOOL DESEGREGATION CRISIS AND IN OTHER COMMUNITY-WIDE CRISES.

AND THE GOALS OF THE TRAINING WERE TO:

- OFFER THE RESIDENTS OF OUR CATCHMENT AREA A NEW SERVICE;
- OFFER EXPANDED TRAINING AND EXPERIENTIAL OPPORTUNITIES FOR NEW CAREERISTS;
- FOSTER THE DEVELOPMENT OF A NEW PARAPROFESSIONAL POSITION WHICH FOCUSES ON ALL ASPECTS OF COMMUNITY CRISIS INTERVENTION;
- IMPACT SIGNIFICANTLY ON THE CONTINUING DESEGREGATION CRISIS;
- ENHANCE AND SUPPORT THEIR ROLE AS TRAINERS OF OTHER HUMAN SERVICE PERSONNEL TO ENABLE THEM TO RESPOND TO SIMILAR SITUATIONS.

THE LAST GOAL CANNOT BE OVER-EMPHASIZED SINCE THE CRISIS INTERVENTION INVOLVED, IN ESSENCE, THE TRAINING OF TRAINERS, PEOPLE WHO COULD TRANSMIT THEIR SKILLS, IN TURN, TO A VARIETY OF SCHOOL, MENTAL HEALTH, SOCIAL SERVICE AND OTHER WORKERS. SUCH A TRANSFERRAL IS A NECESSARY PART OF A SUCCESSFUL CRISIS INTERVENTION PROGRAM AND IS MADE POSSIBLE BY THE FACT THAT MENTAL HEALTH PERSONNEL BRING TO THEIR TRAINING A WEALTH OF MENTAL HEALTH SKILLS CRUCIAL TO CRISIS INTERVENTION, A FOUNDATION FOR THE TRAINING. CRISIS INTERVENTION TRAINING DOES NOT SO MUCH DEVELOP WHOLLY NEW SKILLS AS IT DOES MODIFY AND DIRECT EXISTING SKILLS TO NEW AND DIFFERENT FUNCTIONS.

OVERVIEW OF TRAINING MANUAL

THIS TRAINING MANUAL IS BASED UPON THE CRISIS INTERVENTION PROGRAM OF BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY-SOLOMON CARTER FULLER MENTAL HEALTH CENTER. ITS PURPOSE IS TO FOCUS ON THE TRAINING OF CRISIS INTERVENORS AND IS NOT TO DISCUSS EITHER THE POST TRAINING EXPERIENCE OF THE CRISIS INTERVENORS OR THE OVERALL IMPACT OF THE CRISIS INTERVENTION PROGRAM. THE CRISIS INTERVENTION PROGRAM IS AN ONGOING EFFORT EVOLVING IN RESPONSE TO FIELD EXPERIENCES AND THE CHANGES IN ITS PRECIPITATING CRISIS: THE BOSTON SCHOOL DESEGREGATION. IT MAY BE INSTRUCTIVE, THOUGH, TO QUOTE FROM THE PRELIMINARY EVALUATION OF THE CRISIS INTERVENTION PROGRAM:

> "THE REPORTS OF THE CRISIS INTERVENTION TEAM WORKERS SUGGEST STRONGLY THAT THE CRISIS TRAINING THEY RECEIVED WAS USEFUL FOR THEIR WORK IN THE SCHOOLS."
>
> "CRISIS INTERVENTION TEAM WORKERS DEVELOPED A SERIES OF INNOVATIVE AND SUPPORTIVE ACTIVITIES WITH TEACHERS AND STUDENTS IN THE SCHOOLS. THIS VARIED AS A FUNCTION OF THE ADMINISTRATIVE ATMOSPHERE IN THE SCHOOL. THESE ACTIVITIES ENCOMPASSED A WIDER RANGE OF CONTRIBUTIONS THAN THE INITIAL DEFINITION OF THE TASK."
>
> "THE CRISIS INTERVENTION TEAM WORK IN THE SCHOOLS REPRESENTED ONE OF THE FIRST ENTRIES INTO THE SCHOOL SYSTEM ON A COMMUNITY MENTAL HEALTH CENTER CRISIS TEAM BASIS OF PROFESSIONAL MENTAL HEALTH WORKERS WHO WERE NOT SCHOOL EMPLOYEES. IN MANY INSTANCES THE POSITIVE RESPONSE BY TEACHERS AND ADMINISTRATORS IS PAVING THE WAY FOR FUTURE COOPERATIVE PROGRAMS."

(EVALUATION REPORT ON CRISIS INTERVENTION SUPPLEMENT IN BIBLIOGRAPHY)

FURTHER, IT SHOULD BE NOTED THAT, TO OUR KNOWLEDGE, THE CRISIS INTERVENTION PROGRAM HAS BEEN THE FIRST TIME IN THE HISTORY OF THE SCHOOL DESEGREGATION EFFORT THAT THIS TYPE OF PRIMARY COMMUNITY MENTAL HEALTH CENTER INTERVENTION HAS BEEN ORGANIZED. WE BELIEVE THAT THE NEED JUSTIFIES THE

EFFORT AND THAT THE CRISIS INTERVENTION PROGRAM CAN SERVE AS A USEFUL PRELIMINARY MODEL FOR OTHER COMMUNITY MENTAL HEALTH CENTERS FACING SIMILAR COMMUNITY CRISES. THESE CRISES ARE A CHALLENGE TO THE PREMISE OF "COMMUNITY" MENTAL HEALTH - A CHALLENGE WE BELIEVE COULD BE MET SUCCESSFULLY AND PRACTICALLY.

THE METHODOLOGY OF THIS TRAINING MANUAL IS NOT PRESCRIPTIVE. IT IS NOT A SET OF RULES OR A HARD-AND-FAST CURRICULUM. IT IS INTENDED TO SERVE AS A GUIDE FOR OTHERS TO USE IN DEVELOPING COMPARABLE TRAINING PROGRAMS. THUS, THE MATERIAL IS PROVIDED AS A MODEL OR A NARRATIVE OF THE BOSTON UNIVERSITY-SOLOMON CARTER FULLER MENTAL HEALTH CENTER TRAINING PROGRAM CONDUCTED IN THE SUMMER OF 1975. THE SPECIFIC STEPS, COURSES AND ACTIVITIES, SHOULD ALL BE CONSTRUED AS ILLUSTRATIONS WHICH CAN BE MOST VALUABLE WHEN USED FOR GUIDANCE AND DISCUSSION PURPOSES. THUS, WE HAVE INTENTIONALLY TREATED THE MANUAL AS A COHERENT WHOLE AND HAVE EMBEDDED MANY ESSENTIAL FEATURES OF A CRISIS INTERVENTION PROGRAM IN THE CONTEXT OF THEIR ROLE IN TRAINING. FOR EXAMPLE, THE CRISIS MANUAL (THE OUTLINE OF BEHAVIORS, PROCEDURES AND RESOURCES, WHICH ALL CRISIS INTERVENTION TEAM MEMBERS SHOULD CARRY) IS TREATED NOT AS A SEPARATE TOPIC BUT UNDER THE WORK/STUDY PAHSE OF THE TRAINING PROGRAM, WHERE IT AROSE AS AN ISSUE AND A TASK.

A CRISIS INTERVENTION PROGRAM

"THE PURPOSE OF OUR CRISIS TEAMS WILL BE TO REDUCE AND CONTROL SITUATIONS WHICH, IF ALLOWED TO BUILD, WOULD HAVE A NEGATIVE EFFECT ON THE GOAL OF PEACEFUL AND ORDERLY IMPLEMENTATION OF THE DESEGREGATION ORDER. TO ACHIEVE THESE ENDS WE WILL FOCUS ON THE FOLLOWING TASKS:

EDUCATION - WITH AN EYE TOWARDS GIVING YOUTH A SENSE OF PERSPECTIVE OF THEIR PLACE IN THE PROGRESS OF AN IMPORTANT SOCIAL MOVEMENT;
REFERRAL - OF CHILDREN AND THEIR FAMILIES TO APPROPRIATE RESOURCES IN THEIR COMMUNITY;
LIASION - WITH SCHOOL ADMINISTRATORS, STUDENTS, PARENTS, POLICE AND OTHER SERVICE AGENCIES.

WE SEE AVAILABILITY AND FLEXIBILITY AS A KEY TO OUR SUCCESSFUL FUNCTIONING. HOPEFULLY A RESPONSIBLE, MATURE ADULT PRESENCE WILL PROVIDE THE KIND OF INTERVENTION WHICH WILL LEAD TO RESOLUTION OF DIFFICULT AND TENSION PRODUCING SITUATIONS."

(BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY-SOLOMON CARTER FULLER MENTAL HEALTH CENTER, CRISIS INTERVENTION TEAM STATEMENT BROADCAST AND PRINTED THROUGHOUT THE CATCHMENT AREA PRIOR TO BEGINNING OF PHASE II DESEGREGATION.)

INAUGURATING CRISIS INTERVENTION TRAINING IMPLIES THE EXISTENCE OF A CRISIS INTERVENTION PROGRAM AS WELL AS PERCEIVED CRISES TO WHICH THEY ARE A RESPONSE. IN OTHER WORDS, THE CRISIS INTERVENTION PROGRAM IS BOTH AN INSERVICE TRAINING PROGRAM AND A NEW SERVICE. IT IS NOT TRAINING FOR A GIVEN OR A TRADITIONAL MENTAL HEALTH ROLE. FOR THE TRAINING PER SE, THIS MEANS THAT THE TRAINING METHODOLOGY MUST BE PROVISIONAL AND EXPERIMENTAL. THE METHODS EMPLOYED BY BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY-SOLOMON CARTER FULLER MENTAL CENTER CRISIS INTERVENTION PROGRAM SHOULD BE CLEAR FROM THE ENSUING TEXT BUT THEY BEGIN WITH CERTAIN ASSUMPTIONS:

- THAT THE TRAINING MUST BE ADJUSTED TO THE NATURE OF THE TRAINEE GROUP;
- THAT IT SHOULD BE PARTICIPATORY AND BUILT ON THE STRENGTHS OF THE TRAINEES;
- THAT TRAINEES SHOULD BE INVOLVED IN THE INSTRUCTION, BASED ON THE SKILLS THEY BRING WITH THEM TO THE TRAINING;
- AND THAT EFFECTIVE TRAINING BEGINS, AND BECOMES, AN EFFECTIVE PROGRAM.

BASED ON THE BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY AND SOLOMON CARTER FULLER MENTAL HEALTH CENTER EXPERIENCE WITH TWO YEARS OF A SCHOOL DESEGREGATION CRISIS, IT IS CLEAR THAT MENTAL HEALTH WORKERS BRING TO THE TASK OF CRISIS INTERVENTION SPECIFIC AND VALUABLE SKILLS: IN OBSERVATION AND THE RECORDING OF OBSERVATIONS, IN FOCUSSING GROUP DISCUSSIONS, IN UNDERSTANDING ROLES AND MAINTAINING NEUTRALITY UNDER PRESSURE. THIS EXPERIENCE IS ALSO WITNESSED IN THE UNDERSTANDING AND TREATMENT OF MISBEHAVIOR WHICH REQUIRES THE ABILITY TO DISTINGUISH BETWEEN BEHAVIOR WHICH IS PART OF THE CONTINUING PROBLEMS OF CERTAIN INDIVIDUALS.

THE FOLLOWING COMMENTS ARE INTENDED TO RAISE SOME QUESTIONS AROUND THE ORGANIZATION OF AN EFFECTIVE CRISIS INTERVENTION PROGRAM. FOR A MORE COMPLETE DISCUSSION OF THESE AS WELL AS A FULL DESCRIPTION OF THE BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY-SOLOMON CARTER FULLER MENTAL HEALTH CENTER CRISIS INTERVENTION EXPERIEN E, PLEASE REFER TO OUR PROGRESS AND EVALUATION REPORTS AVAILABLE THROUGH THE NATIONAL INSTITUTE OF MENTAL HEALTH, PARAPROFESSIONAL MANPOWER TRAINING BRANCH. AS STATED EARLIER, A CRISIS INTERVENTION PROGRAM RELIES UPON AND IS, IN THE END, ONLY INITIATED THROUGH INSTITUTIONAL COMMUNITY MENTAL HEALTH CENTERS BACKING IN THE FORM OF CONCRETE POLICY AND IMPLEMENTATION DECISIONS.

> "AS THE OPENING OF SCHOOL DRAWS NEAR, WE WANT TO REAFFIRM OUR COMMITMENT TO PARTICIPATE ACTIVELY IN THE DESEGREGATION PROCESS THIS FALL AND INTO THE WINTER, IF NECESSARY. THE ADMINISTRATION OF THE MENTAL HEALTH CENTER AND THE DIVISION OF PSYCHIATRY, AS WELL AS THE AREA BOARD BELIEVES THAT OUR STAFFS HAVE SIGNIFICANT AND UNIQUE RESOURCES WHICH MUST BE AVAILABLE TO ASSIST IN THIS PROCESS."

(MEMORANDUM TO ALL STAFF OF BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY AND SOLOMON CARTER FULLER MENTAL HEALTH CENTER FROM DR. SANFORD I. COHEN, SUPERINTENDENT AND MR. DONALD F. TAYLOR, ASSOCIATE AREA DIRECTOR - AUGUST 21, 1975)

THESE DECISIONS, IN TURN, MUST BE BASED ON AN UNDERSTANDING OF THE CRISIS, THAT IS, A DEFINITION OF THE PROBLEM. AS IN THE STATEMENT QUOTED ABOVE, THE COMMUNITY MENTAL HEALTH CENTER'S AND THE DIVISION OF PSYCHIATRY'S RESPONSE MUST ALSO COME IN THE FORM OF A DEFINITION OF PURPOSES AND SPECIFIC ACTIVITIES. WITHOUT ADMINISTRATIVE DIRECTION, IT WILL BE EASY TO MAINTAIN THAT THE COMMUNITY MENTAL HEALTH CENTER AND THE DIVISION OF PSYCHIATRY DOES NOT POSSESS RESOURCES ADEQUATE TO THE TASK.

> "RECOGNIZING THE BALANCE THAT MUST BE MAINTAINED BETWEEN ON-GOING SERVICE COMMITMENTS AND OUR ABILITY TO PARTICIPATE IN THIS MOST CRITICAL SITUATION, WE ARE CALLING ON THE UNIT HEADS TO CAREFULLY REVIEW THEIR OWN AND THEIR STAFFS' WORK ASSIGNMENTS. PLANS FOR STAFF PARTICIPATION HAVE BEEN DEVELOPED. WE ARE REQUIRING THAT EACH UNIT EVALUATE ITS CAPABILITIES AND INDICATE TO US HOW MUCH TIME YOUR STAFF CAN MAKE AVAILABLE AND WHICH STAFF MEMBERS CAN PARTICIPATE IN THIS PROJECT.
>
> THERE ARE NUMEROUS AREAS IN WHICH YOU COULD MAKE CONTRIBUTIONS - FROM THE MOST OBVIOUS, I.E. RIDING BUSES OR PARTICIPATING IN MONITORING ACTIVITIES IN THE SCHOOL, TO EVALUATION ACTIVITIES, INVOLVEMENT WITH CRISIS TEAMS AND MANNING RUMOR CONTROL PHONES. WHAT IS MOST CLEAR IS THAT THIS IS A TENSION-FILLED ISSUE AND AS PEOPLE INVOLVED IN MENTAL HEALTH, PSYCHIATRY, AND BEHAVIORAL SCIENCE WE HAVE AN OBLIGATION TO BE INVOLVED IN AREAS WHERE WE HAVE EXPERTISE."

(MEMORANDUM TO ALL STAFF OF BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY AND SOLOMON CARTER FULLER MENTAL HEALTH CENTER FROM DR. SANFORD I. COHEN, SUPERINTENDENT AND MR. DONALD F. TAYLOR, ASSOCIATE AREA DIRECTOR - AUGUST 21, 1975)

WITHOUT A POLICY DEFINITION OF THE TASK THESE RESOURCES ARE BOUND TOWARD MISDIRECTION. THESE GENERAL ISSUES ARE DIFFUSED THROUGH A VARIETY OF PARTICULAR ONES:

- PROCEDURES FOR SCREENING AND RECRUITING TRAINEES;
- MOBILIZATION AND REVIEW OF IN-PLACE TRAINING AND RESOURCES (I.E., A MECHANISM FOR DETERMINING WHAT RESOURCES ARE PRESENT, BOTH WITHIN THE COMMUNITY MENTAL HEALTH CENTER AND THE DIVISION OF PSYCHIATRY AND IN THE COMMUNITY);
- EFFECTIVE AND NONTHREATENING PROCEDURES FOR SECURING LEAVE TIME FOR TRAINEES;

-COORDINATION WITH OTHER AGENCIES INVOLVED IN THE CRISIS BOTH SECONDARY (AGENCIES, IN EFFECT, INVOLVED IN CRISIS INTERVENTION) AND PRIMARY (AGENCIES SUCH AS THE POLICE WHO HAVE DIRECT RESPONSIBILITY FOR ASPECTS OF THE CRISIS OR AGENCIES SUCH AS SCHOOLS WHICH ARE THE LOCATION OF THE CRISIS).

THESE AND OTHER ISSUES DEVISING A COMPREHENSIVE AND CLEAR CUT ORGANIZATION CHART MUST BE RESOLVED PRIOR TO THE BEGINNING OF THE TRAINING, ESPECIALLY IF THE GOAL IS TO INVOLVE THE TRAINEES IN THE DEVELOPMENT OF THE CRISIS INTERVENTION PROGRAM ITSELF. NO MANUAL CAN SUBSTITUTE FOR THOUGHTFUL AND COMMITTED PROGRAMMING BASED ON THE SPECIFIC NEEDS OF THE COMMUNITY: PROGRAMMING WHICH INCLUDES THE COMMUNITY AT ALL LEVELS AND IN ALL STEPS.

BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY-SOLOMON CARTER FULLER COMMUNITY MENTAL HEALTH CENTER, CRISIS INTERVENTION PROGRAM

DIRECTOR

MRS. RUTH M. BATSON

ASSISTANT TO DIRECTOR

SANDRA BARROS

CRISIS TEAM COORDINATOR

LYDA PETERS

EVALUATION COORDINATORS

DELORISE GOODE
PETER KNAPP

TEAM SUPPORT COORDINATOR

DON TAYLOR

CRISIS TEAMS

CRISIS TEAM EXECUTIVE COMMITTEE

MENTAL HEALTH CENTER COMPONENTS

CONSULTATION AND EDUCATION
CHILDREN'S AMBULATORY SERVICE
CENTER FOR EXCEPTIONAL CITIZENS
NEW CAREERS
ADULT AMBULATORY
AREA BOARD

MEDICAL CENTER COMPONENTS

UNIVERSITY HOSPITAL MEDICAL BACK-UP
BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY PERSONNEL

COMMUNITY COMPONENTS

CHURCHES AND CLERGY
EL COMITE
FREEDOM HOUSE INSTITUTE
FREEDOM HOUSE COALITION
SOUTH END RESOURCE CENTER
YWCA - CLARENDON STREET BRANCH
COORDINATED SOCIAL SERVICES

RECRUITMENT

RECRUITMENT FOR CRISIS INTERVENTION IS NOT A MATTER OF FINDING BODIES TO FILL SLOTS. AT THE DIVISION OF PSYCHIATRY AND THE MENTAL HEALTH CENTER, A DECISION WAS MADE NOT TO LIMIT THE TRAINING TO EITHER NEW CAREERISTS OR OTHER PSYCHIATRY MENTAL HEALTH CENTER STAFF, BUT TO INCLUDE, AS WELL, VOLUNTEER STAFF FROM A VARIETY OF COMMUNITY AGENCIES. BECAUSE COMMUNITY CRISIS INTERVENTION IS A NEW ACTIVITY IN OUR MENTAL HEALTH CENTER, IT IS VITAL TO ENCOURAGE THE PARTICIPATION OF COMMUNITY PEOPLE - PEOPLE WITH DIFFERENT POINTS OF VIEW, PEOPLE WITH CONCRETE KNOWLEDGE OF THE CRISIS AT HAND AND OF THE WORKINGS OF THEIR COMMUNITY. THE ACTUAL RECRUITMENT OF TRAINEES WAS INITIATED BY A LETTER FROM THE COMMUNITY MENTAL HEALTH CENTER STAFF AND BY DIRECT COMMUNICATION BY THE CRISIS INTERVENTION PROGRAM DIRECTOR TO AREA SOCIAL AGENCIES, BASED ON WORKING CONTACTS DEVELOPED DURING THE FIRST YEAR OF SCHOOL DESEGREGATION. ALTHOUGH THE INITIAL GOAL WAS TO TRAIN BETWEEN TWENTY AND THIRTY VOLUNTEERS, THE CRISIS INTERVENTION PROGRAM EVENTUALLY TRAINED SIXTY-FIVE PEOPLE. THIS TRAINING TOOK PLACE IN THREE PARTS: AN INITIAL GROUP OF FORTY TRAINEES WHO TOOK PART IN THE "REGULAR" TRAINING (ON WHICH THIS MANUAL IS BASED), FIFTEEN TRAINEES WHO STARTED AFTER TRAINING HAD BEGUN AND WHOSE TRAINING WAS SUPPLEMENTED THROUGH A SERIES OF MINI-COURSES, AND AN ADDITIONAL TEN PEOPLE WHOSE EXTENSIVE EXPERIENCE WITH THE SCHOOL DESEGREGATION CRISIS REQUIRED THAT THEY BE GIVEN ONLY LIMITED TRAINING. A FAIR PREMISE OF CRISIS INTERVENTION TRAINING IS THAT EVERYONE COMMITTED TO PARTICIPATE HAS SOMETHING TO GIVE. IN THAT SENSE, OTHER THAN FOR THE NECESSARY DISCUSSION OF THE CANDIDATES, RECRUITMENT WAS ONLY MINIMALLY A SCREENING PROCESS. THE TRUE SCREENING WAS THE TRAINING ITSELF:

- SCREENING TO DETERMINE THE PROPER DEPLOYMENT OF INDIVIDUALS BASED ON THEIR SKILLS AND INTERESTS;
- AND SELF-SCREENING ON THE PART OF THE TRAINEES BASED ON THE INTENSITY AND THE THOROUGHNESS OF THE TRAINING ITSELF; I.E., TRAINING WHICH COMMUNICATED A TRUE SENSE OF THE NATURE OF THE CRISIS AND CRISIS INTERVENTION.

THE TRAINING PROGRAM

> "THE DEFENDANTS (THE BOSTON SCHOOL COMMITTEE) HAVE KNOWINGLY CARRIED OUT A SYSTEMATIC PROGRAM OF SEGREGATION AFFECTING ALL OF THE CITY'S STUDENTS, TEACHERS, AND SCHOOL FACILITIES AND HAVE INTENTIONALLY BROUGHT ABOUT AND MAINTAINED A DUAL SCHOOL SYSTEM. THEREFORE, THE ENTIRE SCHOOL SYSTEM OF BOSTON IS UNCONSTITUTIONALLY SEGREGATED."

(FEDERAL COURT ORDER DESEGREGATING THE BOSTON PUBLIC SCHOOLS)

> "ONE BLACK WOMAN AIDE, IN AN ATTEMPT TO BREAK UP A FIGHT BETWEEN A BLACK AND A WHITE STUDENT WAS ATTACKED, ARMS TWISTED, HIT IN THE HEAD BY A STICK OF A TROOPER... A TEACHER CAME TO DOOR OF CLASSROOM AND PROCEEDED TO MIMIC A MONKEY TO THE DELIGHT OF A CLASSROOM AND HALLWAY OF STUDENTS... A MEETING OCCURRED WITH BLACK STUDENT REPRESENTATIVES, CRISIS INTERVENTION WORKERS, COMMUNITY AGENCY REPRESENTATIVES, COMMANDING OFFICER OF STATE TROOPERS, AND THE PRINCIPAL OVER SAFETY AND STATE ACTIONS AND APPEARANCES OF UNJUST TREATMENT."

(DAILY LOG OF A CRISIS INTERVENTION WORKER)

> "THE TRAINING DEFINITELY HELPED ME TO BE AWARE OF BOTH RESPONSIBILITIES - TO THE CHILD - AND ALSO TO MAINTAIN GOOD RELATIONS WITH THE POLICE...THE TRAINING WAS FANTASTIC. IT CLARIFIED THE KINDS OF CONFLICTS WE WOULD FACE... IT PREPARED US FOR THE WORST."

(COMMENTS BY CRISIS INTERVENTION TRAINEES)

The Crisis Intervention Training was a six week program organized arount twice-weekly sessions. The core of this six week effort was a seminar or Guest Lecture Series in which there were twelve sessions. Complementing this series was a six week work/study placement for each trainee. Information and reactions from both activities were brought together in weekly crisis team meetings which were also the focus for concrete planning and discussion geared to the opening of school in September.

As is evident, the training program depended upon utilizing a variety of educational modes, with the In-Class Discussions of group meetings serving as the integrator of the active field placements and the more formal

LECTURE SERIES. HOWEVER, EVEN WITHIN THE LECTURES AND THE PLACEMENTS, BOTH THE STYLE OF THE LECTURERS' APPROACH AND THE NATURE OF THE FIELD PLACEMENTS DIFFERED WIDELY, AFFORDING STUDENTS MULTIPLE OPPORTUNITIES TO LEARN. THIS MULTI-MEDIA APPROACH WAS A GOAL OF THE TRAINING PROGRAM, ENABLING IT TO REACH ALL OF THE TRAINEES AND ALSO PERMITTING A GREAT DEAL OF LEARNING IN A RELATIVELY SHORT PERIOD OF TIME. ALSO, THIS RANGE OF ACTIVITIES SERVED TO GIVE THE GROUP MEETINGS BOTH AN AGENDA AND A SENSE OF IMPORTANCE, WHICH IS OFTEN DIFFICULT TO ACHIEVE WHEN TRAINING FOR SOMETHING WHICH STILL LIES IN THE FUTURE. THROUGH THESE MEETINGS DEVELOPED THE MOST SIGNIFICANT OUTCOME OF THE TRAINING PERIOD: A SENSE OF GROUP COHESION. TRAINEES CAME TO THE GROUP TO REPORT ON THEIR FIELD PLACEMENTS, THEY ARGUED OVER THE DIFFERENT LECTURES, AND SHARED THEIR BACKGROUNDS AND ANXIETIES ABOUT THE TASKS AHEAD. EFFECTIVE CRISIS INTERVENTION CANNOT RELY ON THE INDIVIDUAL. A TEAM APPROACH SERVES A VARIETY OF ESSENTIAL PURPOSES, AMONG WHICH ARE:

- -MUTUAL SUPPORT;
- -BALANCING OF SKILLS;
- -BETTER COVERAGE OF COMPLEX SITUATIONS;
- -MORE VALID REPORTING OF EVENTS.

THE GROUP MEETINGS FOSTERED THE KIND OF INTENSE AND SUPPORTIVE INTERACTION AND RESPECT WHICH IS THE BASIS OF TEAM-WORK. IT WAS ALSO THE OBVIOUS BASIS FOR THE SELECTION OF THE PARTICULAR TEAM MEMBERS AND THEIR EVENTUAL ASSIGNMENTS.

ALTHOUGH THE BULK OF THE TRAINING WAS CONCENTRATED IN THESE SIX WEEK SESSIONS, THIS TRAINING MANUAL DOES NOT END WITH THEM. THE ISSUES AND PROBLEMS RAISED BOTH DURING TRAINING AND THROUGH PUBLIC EVENTS PRIOR TO THE OPENING OF SCHOOL LED TO SEVERAL "EXTENSIONS" OF THE TRAINING. FOR EXAMPLE, THE LOCATIONS CHOSEN FOR THE CRISIS TEAMS CREATED THE PROSPECT OF

THEIR PROXIMITY TO VIOLENCE AND IT WAS FELT NECESSARY TO OFFER A TRAINING COURSE IN FIRST AID. IN ADDITION, IT WAS APPARENT, FROM THE NATURE OF CRISES THEMSELVES THAT THE CRISIS INTERVENTION TEAM'S WOULD NEED A MECHANISM FOR GROUP SUPPORT, EXCHANGE OF INFORMATION AND EXPERIENCES, AND FURTHER GUIDANCE AND DIRECTION. AS A RESULT, WEEKLY GROUP SUPPORT MEETINGS WERE INSTITUTED AND THESE MEETINGS BECAME AN IMPORTANT AND NATURAL CONTINUATION OF THE CRISIS INTERVENTION TRAINING. THROUGH THESE MEETINGS THERE WAS A DIRECT LINK BETWEEN THE SIX WEEKS SUMMER TRAINING AND THE ONGOING ARTICULATIONS OF THE SCHOOL DESEGREGATION CRISIS.

THE REMAINDER OF THIS TRAINING MANUAL IS A MORE DETAILED LOOK AT EACH OF THE ASPECTS OF THE TRAINING PROGRAM MENTIONED ABOVE. THERE WILL ALSO BE A FURTHER SECTION DESCRIBING THE RELATIONS BETWEEN THE CRISIS INTERVENTION TRAINING PROGRAM AT OTHER INSTITUTIONS AND WITH COMMUNITY GROUPS.

ORIENTATION

THE ORIENTATION MEETING FULFILLED THE TRADITIONAL PURPOSES OF AN ORIENTATION BUT IT WAS ALSO, IN EFFECT, THE BEGINNING OF THE GUEST LECTURE SERIES. THE ORIENTATION WAS CONDUCTED BY MRS. RUTH BATSON WHO, IN ADDITION TO BEING THE DIRECTOR OF THE CRISIS INTERVENTION PROGRAM, HAS EXTENSIVE EXPERIENCE IN EDUCATION, MENTAL HEALTH AND COMMUNITY AFFAIRS. HER PRESENTATION HAD FOUR GOALS:

- TO OUTLINE THE TRAINING PROGRAM'S SCHEDULE AND GOALS;
- TO DISCUSS THE TRAINEE'S EXPECTATIONS OF THE CRISIS INTERVENTION PROGRAM;
- TO PROVIDE AN OVERVIEW OF THE PREVIOUS YEAR'S EXPERIENCE WITH SCHOOL DESEGREGATION;
- AND TO ANALYZE THE TRAINEES' PERCEPTIONS OF DESEGREGATION AND CRISIS INTERVENTION.

NATURALLY, NO TRAINEE WOULD ENTER THE PROGRAM WITHOUT BOTH AN INTENDED COMMITMENT AND A VARIETY OF PRECONCEPTIONS AS TO THE NATURE OF WHAT THEY WERE COMMITTING THEMSELVES TO. THEREFORE, IT IS IMPORTANT TO EXAMINE THESE PRECONCEPTIONS IN DETAIL, SORTING OUT COMMON ATTITUDES AND OPINIONS IN QUEST OF A WORKING DEFINITION OF DESEGREGATION AND CRISIS INTERVENTION: A DEFINITION WHOSE COMMON ACCEPTANCE COULD SERVE AS THE FOUNDATION FOR THEIR WORK TOGETHER AS TRAINEES AND AS CRISIS INTERVENTION TEAMS. THE APPROACH TAKEN TO THIS CRUCIAL PROBLEM WAS THE USE OF WORD ASSOCIATION, TO CONJURE UP A LIST OF REACTIONS TO SUCH KEY WORDS AS "DESEGREGATION", "CRISIS" AND "TEAM." THIS APPROACH ENCOURAGED DISCUSSION AND PERMITTED NOT JUST PROFESSIONAL REACTIONS BUT ALSO FREE ASSOCIATIONS OF THE TYPE WHICH HELP TO BREAK DOWN PRECONCEPTIONS AND INHIBITIONS. FROM THIS DISCUSSION EMERGED THE KIND OF SIMPLE DEFINITIONS

WHICH MUTUAL ASSENT TURNS INTO A SORT OF DECLARATION OF INTERDEPENDENCE.

THIS DISCUSSION ALSO LED NATURALLY INTO A CONSIDERATION OF THE SKILLS WHICH ARE PREREQUISITE TO EFFECTIVE FUNCTIONING AS A CRISIS TEAM MEMBER. THESE INCLUDED THE FOLLOWING:

- THE ABILITY TO OBSERVE EVENTS ACCURATELY AND WITHOUT BIAS;
- THE ABILITY TO INTERVIEW CRISIS PARTICIPANTS AND ELICIT SIGNIFICANT INFORMATION WITHOUT ANTAGONIZING THEM (THE BASIS FOR DEVELOPING A CONSTRUCTIVE RELATIONSHIP);
- THE ABILITY TO MAKE FULL AND EFFECTIVE USE OF DAILY WRITTEN LOGS;
- THE ABILITY (AND READINESS) TO INTERVENE IN A SURROUNDING CRISIS SITUATION WITH STRENGTH, TACT, AND COURAGE;
- THE ABILITY TO COMMUNICATE ON A VARIETY OF LEVELS IN AN UNDERSTANDABLE AND CONSISTENT FASHION;
- THE ABILITY TO ORGANIZE ONESELF IN THE FACE OF A CHALLENGE AND TO ORGANIZE A CHAOTIC GROUP IN THE DIRECTION OF CALM AND PURPOSEFUL ACTION;
- THE ABILITY TO NEGOTIATE EFFECTIVELY WITH A GREAT VARIETY OF PARTIES;
- THE ABILITY AND KNOWLEDGE TO USE COMMUNITY RESOURCES WHENEVER AND WHEREVER POSSIBLE (EQUIVALENT TO KNOWING ONE'S OWN LIMITS AND MAKING PROPER DECISIONS UNDER DIFFICULT CIRCUMSTANCES).

THIS LIST IS INCOMPLETE BUT IT SHOULD OFFER SOME SENSE OF THE DISCUSSION AND ALSO AN IDEA OF SOME OF THE GENERIC SKILLS WHICH ARE VITAL TO CRISIS INTERVENORS, AND WHICH CAN BE <u>TAUGHT</u>.

THE ORIENTATION SUCCEEDED IN ITS MAJOR AIM OF SETTING A TONE FOR ALL SUBSEQUENT TRAINING - GIVING THE TRAINEES A SENSE OF PURPOSE AS WELL AS A COHERENT CONCEPTUAL FRAMEWORK OR REFERENCE BASE FOR THEIR TRAINING EXPERIENCE. BUT IT WAS A PARTICIPATORY SESSION, ALLOWING THE TRAINEES TO HELP DEFINE WHAT THEY NEEDED TO KNOW.

GUEST LECTURE SERIES

THE GUEST LECTURE SERIES HAS A MORE FORMIDABLE TITLE THAN IT DESERVES. THESE WERE GIVE-AND-TAKE SESSIONS BETWEEN THE TRAINEES AND THE LECTURER, SESSIONS WHICH RANGE FROM THE ARGUMENTATIVE TO THE INSPIRATIONAL. THE TWELVE LECTURES WERE ORGANIZED AROUND THREE TOPICS:

- THEORETICAL BACKGROUND ON SUCH RELEVENT ISSUES AS RACISM AND CHILD REARING AND BEHAVIOR;
- HISTORICAL BACKGROUND ON ALL ASPECTS OF THE BOSTON SCHOOL DESEGREGATION CRISIS;
- PRACTICAL APROACHES TO THE ISSUES WHICH WOULD CONFRONT CRISIS TEAM MEMBERS, RANGING FROM INTERVIEWING TECHNIQUES TO BUS SAFETY MEASURES.

EACH OF THE SESSIONS WAS LED BY SOMEONE EXPERT AND EXPERIENCED IN THE TOPIC UNDER DISCUSSION AND TWO PRESENTATIONS WERE GIVEN BY CRISIS INTERVENTION TRAINEES. ALTHOUGH THE TWELVE SESSIONS CAN BE VIEWED ACCORDING TO THE THREE GROUPS ABOVE, THE SEQUENCE OF PRESENTATION WAS DESIGNED SO THAT THE TRAINEES SWITCHED BACK AND FORTH FROM THE MORE ABSTRACT TO THE MORE CONCRETE AND THEN BACK TO THE MORE GENERAL. THIS APPROACH ENABLED THEM TO ACCUMULATE THEIR LEARNING IN A GRADUAL FASHION WITHOUT LOSING SIGHT OF THE IMPORTANCE OF EITHER AN INFORMED COMPREHENSION OF THE ISSUES INVOLVED IN THE CRISIS OR THE VERY PRACTICAL STEPS NEEDED TO DEAL WITH IT. THE SESSIONS WERE INFORMAL, RECOGNIZING THE FACT THAT THE TRAINEES WERE NOT STUDENTS BUT MENTAL HEALTH PROFESSIONALS, NEW CAREERISTS AND STAFF FROM COMMUNITY AGENCIES AND PARAPROFESSIONALS WITH RICH STORES OF KNOWLEDGE AND EXPERIENCE. THUS, THE SESSIONS WERE NOT CONFINED TO THEIR TOPICS BUT WERE OPEN-ENDED, ALLOWING YET ANOTHER AVENUE FOR THE TRAINEES TO INTEGRATE THEIR TRAINING INTO A COHERENT UNDERSTANDING OF AND APPROACH TO COMMUNITY CRISIS INTERVENTION.

A. THE JUVENILE COURT SYSTEM

> "ONE SMALL AREA WHERE A LITTLE EXTRA TRAINING MIGHT BE HELPFUL IS IN COURT PROCEDURES. KNOWING WHO IS WHO...THE COURT CLERKS...JUVENILE RIGHTS...THE RIGHT TO ASK FOR INFORMATION FROM COURT OFFICERS... AN OVERALL PICTURE OF COURT OPERATIONS WHICH IS DIFFICULT TO TEACH IN A TRAINING PROGRAM."

(COMMENT BY CRISIS INTERVENTION TEAM TRAINEE)

THE GOAL OF THIS INITIAL LECTURE WAS TO FAMILIARIZE THE TRAINEES WITH THE PROCEDURES USED IN JUVENILE COURT AND WITH THE RIGHTS OF JUVENILES. IT WAS GIVEN BY JUDGE FRANCIS POITRAST OF THE BOSTON JUVENILE COURT. THE VIOLENCE WHICH SEEMED TO CHARACTERIZE PHASE I OF SCHOOL DESEGREGATION IN BOSTON FOCUSSED ON THE HIGH SCHOOLS. YOUTHS WHO HAVE ALREADY EXPERIENCED A SERIES OF STRESSES IN SCHOOL ARE LIKELY TO FIND THAT ARREST AND COURT PROCEDURES, ESPECIALLY IN A HECTIC PERIOD, ARE ANOTHER SOURCE OF CONFUSION AND STRAIN. THIS PROCESS IS A CRITICAL ONE IN MODERN URBAN SOCIETY AND A PARTICULARLY SALIENT FACT OF LIFE FOR YOUTHS IN THE CATCHMENT AREA OF THE SOLOMON CARTER FULLER MENTAL HEALTH CENTER, AND SIMILAR MENTAL HEALTH CENTERS THROUGHOUT THE COUNTRY, WHERE ARREST AND TRIAL IS A COMMON EXPERIENCE OFTEN UNCONNECTED WITH CRIME. RECENT STUDIES HAVE SUGGESTED THAT THE MERE FACT OF APPEARING IN COURT IS LIKELY TO LEAD TO FURTHER APPEARANCES. AT THE SAME TIME, RECENT COURT DECISIONS HAVE EXTENDED JUVENILES' RIGHTS UNDER THE LAW, THEREBY PERMITTING THE CORRECTION OF SOME OF THE ABUSES OF JUVENILE LAW. NEVERTHELESS, AS JUDGE POITRAST EMPHASIZED, JUDGES HAVE BROAD LATITUDE IN TERMS OF RUNNING THEIR COURT AND IN MAKING RECOMMENDATIONS IN JUVENILE CASES. NO TWO COURTS ARE ALIKE. WHEN, IN THIS CONTEXT, A CRISIS OCCURS, THE SITUATION CAN BECOME EVEN MORE CONFUSING. UNDER DESEGREGATION, VIOLATIONS OF THE LAW BY JUVENILES HAVE BEEN, GENERALLY, SWITCHED FROM

JUVENILE COURT TO LOCAL DISTRICT COURT AND, IN CASES OF CIVIL RIGHTS VIOLATIONS, TO FEDERAL COURT. NONE OF THIS MAKES THE TASK OF A CRISIS INTERVENOR SIMPLER. JUDGE POITRAST ATTEMPTED TO OFFER A GENERAL BACKGROUND TO JUVENILE LAW AND JUVENILE COURTS, AND TO RAISE ISSUES FOR CONSIDERATION BY THE TRAINEES, MANY OF WHOM, BECAUSE OF THE CENTRAL ROLE PLAYED BY THE POLICE AND COURTS IN A CRISIS, WOULD BE LOCATED IN POLICE STATION HOUSES AND COURT ROOMS.

> "SERGEANT CAME TO TELL ME THEY HAD A WARRANT FOR THE ARREST OF A BLACK MALE JUVENILE WHO WAS NOT PRESENT IN SCHOOL. RATHER THAN SEND A CAR TO ARREST HIM, I WAS ASKED TO NOTIFY THE STUDENT, AND TO ARRANGE TIME WHEN HE WOULD TURN HIMSELF IN, AND TO GET A LAWYER. I NOTIFIED THE STUDENT, PROMISED TO MEET HIM TOMORROW. POLICE DON'T SEEM TO RESENT MY PRESENCE AND ARE WILLING TO LET ME BE OF ASSISTANCE TO THE STUDENTS."
>
> "ONE OF THE SERGEANTS CAME UP TO ME AND SAID THAT HE AND A COUPLE OF OTHER OFFICERS THAT HE KNEW OF REALLY APPRECIATED OUR BEING HERE."

(DAILY LOG OF A CRISIS INTERVENTION TEAM WORKER)

COURTS CAN BE DIFFICULT TO NEGOTIATE EVEN FOR THE BEST PREPARED; FOR YOUTHS FROM A CATCHMENT AREA SUCH AS THE SOLOMON CARTER FULLER MENTAL HEALTH CENTER'S, IT CAN BE DEVASTATING. IT IS A NECESSARY LOCALE FOR CRISIS INTERVENTION, AND IN FUTURE CRISIS INTERVENTION TRAINING, AN OVERALL PRESENTATION SUCH AS THAT OF JUDGE POITRAST, WILL BE SUPPLEMENTED BY THE PERSPECTIVES OF PEOPLE FAMILIAR WITH THE PROCEDURES OF THE INDIVIDUAL STATIONS AND COURTS.

B. A CRISIS TEAM APPROACH TO BOSTONS' SCHOOL DESEGREGATION

> "I HAVEN'T SEEN A PLACE YET WHERE FOLK GOT TOGETHER AND FAILED. USUALLY WHEN WE FAIL IT'S BECAUSE WE DIDN'T GET TOGETHER AND TALK ABOUT IT AND PLAN ABOUT IT. SINCE YOU ALL ARE TOGETHER WORKING AS A TEAM AND WORKING OUT A CONCEPT YOU'RE GOING TO TAKE CARE OF BUSINESS."

THE ABOVE IS QUOTED FROM THE REV. ANDREW YOUNG'S, CONGRESSMAN FROM THE FIFTH DISTRICT IN GEORGIA, PRESENTATION TO THE TRAINEES. EXCERPTS FROM HIS SPEECH ALSO MAKE UP THE BEGINNING TO THIS MANUAL. WHILE IT HAD THE EFFECT OF AN INSPIRATIONAL MESSAGE, IT WAS ALSO A TREASUREY OF PRACTICAL APPROACHES TO THE TASK OF CRISIS INTERVENTION. CONGRESSMAN YOUNG WORKED FOR YEARS WITH THE REVEREND MARTIN LUTHER KING, JR. AND HAS SEEN MORE THAN HIS SHARE OF CRISES, MAKING HIS PERSPECTIVE A PARTICULARLY VALUABLE ONE SINCE HE PLACED THE BOSTON EXPERIENCE WITHIN THE CONTEXT OF DECADES OF SIMILAR CONFLICTS NATIONWIDE. THE YEARS OF THE GREAT CIVIL RIGHTS STRUGGLES WERE ALSO YEARS OF CONTINUAL CRISIS. THE APPROACH OF THE SOUTHERN CHRISTEN LEADERSHIP CONFERENCE WAS, IN ESSENCE, THAT OF THE CRISIS TEAM: TO UTILIZE GROUPS OF COMMITTED, MATURE INDIVIDUALS TO ENTER A CRITICAL OR INFLAMMATORY SITUATION, AND DEFUSE IT BY BUILDING ON THE STRENGTHS OF THE INDIVIDUALS INVOLVED. HE STRESSED THAT VIOLENCE DOES NOT WORK BUT THAT YOUNG PEOPLE HAVE THE RESOURCES, IF PROPERLY ORGANIZED AND DIRECTED, TO DEAL WITH THEIR ENVIRONMENT. HE ALSO EMPHASIZED SOMETHING WHICH HAS BEEN A CENTRAL PART OF THE ONGOING BOSTON CRISIS - THAT CRISES DO NOT STAY PUT. IF IT IS A BUS TRANSFER PROBLEM, IT WILL SHOW UP IN THE CONFUSION AND ANXIETY OF PARENTS. HE WAS CRITICAL OF ATTEMPTS TO LABEL CRISES (THEREBY SHELVING THEM) AND ARGUED COGENTLY FOR AN INTEGRATED, CONCERTED CRISIS TEAM SOLUTION. BUT, ABOVE ALL, HE DEMONSTRATED THAT THIS APPROACH WORKS AND IS, THEREFORE, NECESSARY. HIS ENTIRE SPEECH TO THE CRISIS INTERVENTION TEAM WAS ENTERED INTO THE CONGRESSIONAL RECORD BY SENATOR EDWARD KENNEDY (D.MASS.). (REFER TO OUR BIBLIOGRAPHY).

C. Coordinated Social Service Council Meeting

The Coordinated Social Service Council is an alliance of over forty Boston area social service agencies and organizations. It was formed in response to the turmoil around Phase I of the school desegregation by Freedom House Institute on Schools and Education to coordinate the activities of its member groups. The Freedom House Institute is a major institution in the Roxbury Community and has been a leader in developing effective community response to the stresses of desegregation and other crises. In addition, the Freedom House Institute provided a range of supportive services to the Crisis Intervention Program, services which were vital to its success. It is centered in Roxbury to serve as a central clearing house for information, rumor control, legal aide, referral resources and the like. The goal of this session was to:

- Provide the background to the suit which resulted in the desegregation order;
- Outline the provisions and implications of the Phase II desegregation plan;
- Provide information on existing referral resources and referral mechanisms.

The Freedom House Institute and the Coordinated Social Service Council have played a major role in helping the community to deal with the desegregation crisis. Because of that role, Crisis Intervention Team members worked closely with them, both in terms of staff assistance and in using their legal and other resources. This session was of both a practical and a background nature. Crisis Intervention Team members would be using the Freedom House Institute's Legal Aide Referral Forms. This form was to be used by Crisis Intervention Team workers located at police stations which gave specific information regarding the arrest of a student, such as name,

ADDRESS, AGE AND TELEPHONE NUMBER OF STUDENT, SCHOOL IN ATTENDENCE, PARENT(S) OR GUARDIAN(S) TO BE CONTACTED, NATURE OF COMPLAINT, NAME OF LAWYER ASSIGNED, PRECINCT HOUSE AND COURT, TRIAL DATE AND DISPOSITION OF CASE. AT THE SAME TIME, THE SENSITIVE ROLES PLAYED BY CRISIS INTERVENORS DEMANDED THAT THEY FULLY UNDERSTAND THE CONTEXT (LEGAL, SOCIAL, AND EDUCATIONAL) FROM WHICH THE CRISIS SPRANG. THIS TYPE OF INFORMATION IS INDESPENSABLE IN ANY CRISIS NO MATTER HOW PERIPHERAL IT MAY SOMETIMES APPEAR FROM A TRADITIONAL MENTAL HEALTH POINT OF VIEW. THIS WOULD BE EQUALLY VALID AS A CRISIS TEAM EVOLVED TO THE POINT OF INTERVENING IN MORE CHRONIC COMMUNITY CRISES, SUCH AS ECONOMIC OR MEDICAL ONES, WHERE INTENTIONS (AND EXPERTISE) DO NOT ALWAYS SUBSTITUTE FOR CONCRETE FACTUAL KNOWLEDGE. MUCH OF THE INFORMATION PROVIDED IN THIS SESSION WAS SUPPLEMENTED BY THE BIBLIOGRAPHY GIVEN TO ALL TRAINEES TO GUIDE THEIR READING.

D. RACISM, SCHOOL INTEGRATION CRISES AND MENTAL HEALTH

> "RACISM IN BOTH ITS SPECIFIC INDIVIDUAL AND ITS BROADER INSTITUTIONAL SENSE MUST BE CONSIDERED AS A CAUSE OF MAJOR PSYCHOLOGICAL PROBLEMS FOR INDIVIDUALS AND A MAJOR CULTURAL PROBLEM FOR SOCIETY. IT IS IMPORTANT TO EMPHASIZE THAT THERE ARE A VARIETY OF SUBTLE AND OVERT WAYS THAT MENTAL HEALTH PRACTICES HAVE CONTRIBUTED TO THE PERPETUATION OF RACISM AND ANTI-HUMANISTIC ACTIVITIES. IT JUST DOES NOT SEEM LOGICAL TO ASSUME THAT THE MENTAL HEALTH SYSTEM IS ANY LESS IMMUNE TO THE PERVASIVE INFLUENCE OF PREJUDICE THAN OTHER INSTITUTIONS. IN FACT IT IS SUGGESTED THAT IF RACISM IS A MAJOR ENDEMIC MENTAL ILLNESS THEN IT WOULD FOLLOW THAT A MAJOR TASK FOR MENTAL HEALTH WORKERS WOULD BE TO DISCERN ITS CAUSES AND DIRECT ITS CURE. BUT, A MAJOR QUESTION IS WHETHER THE MENTAL HEALTH APPARATUS CAN SUCCEED IN CREATING AN EFFECTIVE MACHINERY TO SUPPORT A CONCERTED ATTACK ON RACISM."

(RACISM, SCHOOL INTEGRATION CRISES AND MENTAL HEALTH, PRESENTED TO CRISIS INTERVENTION TEAM TRAINEES BY SANFORD I. COHEN, M.D.)

Dr. Sanford I. Cohen, former Superintendent of the Solomon Carter Fuller Mental Health Center, Professor and Chairman of Boston University, School of Medicine, Division of Psychiatry conducted this session, delivering a paper which covered the spectrum of interactions between racism (institutionalized and personal), schools, crises, and the role of mental health. The goal was to help the trainees to organize their thinking about these problems without stifling it. Thus, he offered several definitions of racism, eliciting from them cogent implications for the origin and disposition of community crises. The publicity attendant on the Boston School desegregation crisis has not masked the degree to which the crisis is both racial and racist in nature. This was reflected both in the series of official maneuvers which led to the Federal Court Order and in the continued series of racial incidents witnessed by Crisis Intervention Team members in the schools. Dr. Cohen's aim was to place these problems squarely within the legitimate purview of mental health agencies and, at the same time, to raise questions as to whether mental health agencies can or will view the problem placed before them. For the community located within Solomon Carter Fuller Mental Health Center catchment area, racism is a daily trial reflected in more than the current crisis. Dr. Cohen argued that racism is a disease and therefore, a mental health obligation, but that in its more subtle institutional forms, it is as difficult to detect as to eradicate. The following is a summary of his presentation but it cannot do justice to the broad sweep of this session except by stressing that it succeeded in stimulating the trainees toward considering the implications of the problems confronting them:

"IT IS IMPORTANT TO UNDERSTAND HOW COMMON AND UNVERIFIED ASSUMPTIONS ABOUT PERSONS OF DIFFERENT RACES OR ETHNIC GROUPS CAN BECOME PART OF WHAT IS PRESENTED AS SCIENCE...

SOME PEOPLE ARE AWARE THAT RACIST BEHAVIOR IS NOT COMPATIBLE WITH THE SO-CALLED AMERICAN CREED...

THERE HAS BEEN A PARTICULARLY UNHEALTHY EMPHASIS RECENTLY ON THE 'PATHOLOGY' OF INDIVIDUALS GROWING UP IN THE BLACK COMMUNITY...

ALL TOO FREQUENTLY, TEACHERS DO NOT EXPECT BLACK CHILDREN TO ACHIEVE AT THE LEVEL OF WHITE CHILDREN... IN PART, THE CRISIS CAN BE A FUNCTION OF HOW AN INDIVIDUAL PERCEIVES THEIR OWN ROLE IN THEIR COMMUNITY OR THEIR FAMILY. THE CHANGES ASSOCIATED WITH CRISES DISRUPT OLD RELATIONSHIPS AND OFTEN MAKE OLD BEHAVIOR PATTERNS INAPPROPRIATE. THIS LEAVES A PERSON WITH A TEMPORARY LOSS OF DIRECTION...

NO ONE SHOULD BE SURPRISED THAT RACISM EXISTS. OF COURSE, IN THE MENTAL HEALTH AREA, THERE IS A GREAT DEAL OF DENIAL OF THE EVIDENCE FOR ITS CONTINUED PRESENCE."

THE QUESTIONS RAISED IN THIS SESSION ARE CONTROVERSIAL ONES IN TERMS OF TRADITIONAL MENTAL HEALTH PRACTICES. BUT SO TOO IS THE CONCEPT OF ACTIVE INTERVENTION IN COMMUNITY CRISES. IN THAT RESPECT, CRISIS INTERVENTION TRAINING IS ALSO A RE-APPRAISAL OF THE POSTURE OF THE COMMUNITY MENTAL HEALTH CENTER VIS-A-VIS THE COMMUNITY IT SERVICES.

E. A REVIEW OF PHASE I IN THE BOSTON SCHOOL DESEGREGATION CRISIS

THIS SESSION WAS A PRACTICAL SEMINAR DEALING WITH HOW TO BEHAVE WITHIN THE SPECIFIC LOCALES INVOLVED IN THE BOSTON CRISIS: THE STREET CORNERS AND MEETING PLACES, THE BUSES, AND THE SCHOOLS. PERCY WILSON, WHO LED THIS MEETING, IS THE DIRECTOR OF THE ROXBURY MULTI-SERVICE CENTER AND FORMER CHAIRMAN OF SOLOMON CARTER FULLER MENTAL HEALTH CENTER AREA BOARD. HE WAS HEAVILY INVOLVED IN CRISIS INTERVENTION DURING PHASE I OF

school desegregation. The goal was to communicate the proper handling of groups of children, both black and white undergoing stressful situations. It was a unique session in two ways. First, a mix-up regarding the meeting room led to a discussion of frustration and how it can operate on a group, disrupting its work. Second, role-playing was employed to illustrate the types of confrontation common to the desegregation crisis: black/white students, student/adult, students/parents and crisis teams/ parents. Role playing is an excellent tool for highlighting the flow of emotion and behavior in such senses, and trainee participation may help them to clarify their feelings (and anxieties) about their role in such events. One of the most difficult subjects in crisis intervention is the limits of the role played by the intervenor. On the one hand, it is important to be aware that it <u>is</u> a role, a predetermined ensemble of behaviors designed towards a goal. Role awareness can be particularly useful in deciding when to intervene and when to seek another form of intervention. The role of crisis intervenors in a situation like school desegregation is a delicate one. It does not include advocating any particular point of view, but, rather, is a commitment only to non-violent resolutions of conflict via effective communication among the participants. It is not an area for heroes or partisans. Mental health personnel are often accustomed to adopting such a role of concerned neutrality. Without it, one can be of no assistance in the midst of an inflammatory situation, one can only exacerbate it. Through role playing, trainees have an opportunity to test their role awareness in simulations of the crisis they will confront in the field.

Training sessions such as this also serve as an antidote to a tendency to over-value discursive considerations and to neglect some of the nitty-gritty of the task:

> "ON THE BUS: KEEP WINDOWS CLOSED...AT THE SIGN OF THE FIRST INCIDENT MOVE TO THE FLOOR...HAVE EVERYONE KNOW IN ADVANCE WHERE ON THE FLOOR HE/SHE SHOULD GO SO TWO PEOPLE DON'T TRY FOR THE SAME SPACE... KEEP AWAY FROM THE SIDES OF THE BUS..."

THE FIRST TACTIC IS, IN EFFECT, A PRACTICAL COURSE OF ACTION FOR SAFETY, BUT IT MUST BE BALANCED BY EQUALLY PRACTICAL APPROACHES TO THE FEELINGS AND BEHAVIORS (OFTEN MISBEHAVIORS) OF THE STUDENTS.

> "DON'T MAKE AN ISSUE IF CHILDREN SMOKE ON THE BUS... THEY'RE NERVOUS...IT MAY RELIEVE TENSION...LET THE CHILDREN TALK ABOUT WHAT IS HAPPENING...HELP THEM MAP OUT STRATEGIES FOR THE NEXT DAY."

MUCH OF CRISIS INTERVENTION INVOLVES CREATING THE CHANCE TO MAKE USE OF THE SKILLS OF THE CRISIS INTERVENTION TEAM. IT IS SPECIFIC TACTICS SUCH AS THE ABOVE QUOTES FROM MR. PERCY WILSON'S PRESENTATION TO THE CRISIS INTERVENTION TEAM TRAINEES, WHICH WORK TOWARDS MAKING THOSE CHANCES.

F. THE SOCIO-LEGAL APPROACH TO SCHOOL DESEGREGATION

THIS LECTURE COMPLEMENTED THE EARLIER LECTURE ON THE WORKINGS OF THE JUVENILE JUSTICE SYSTEM GIVEN BY MRS. LAURA MORRIS OF THE FAMILY SERVICES ASSOCIATION AND ATTORNEY RUDOLPH PIERCE. ATTORNEY PIERCE HAD REPRESENTED SOME OF THE STUDENTS IN COURT DURING PHASE I AND FELT THAT A MORE ORGANIZED AND COMPREHENSIVE APPROACH WAS ESSENTIAL TO AIDING THE YOUNG PEOPLE AND THEIR FAMILIES. THUS A SOCIO-LEGAL PLAN WAS DEVELOPED BY ATTORNEY PIERCE AND MRS. MORRIS OF THE FAMILY SERVICES ASSOCIATION. IT HELPED TO DEFINE THE ROLE AND BEHAVIOR OF CRISIS TEAM MEMBERS ASSIGNED TO POLICE STATIONS AND COURT HOUSES. ITS PREMISE WAS THAT EXISTING SERVICES LEAVE A GAP, ONE WHICH, IN MANY INSTANCES CANNOT BE FILLED BY LAWYERS OR OTHER LEGAL SYSTEM PROFESSIONALS. ON THE ONE HAND, ARREST IS IN ITSELF, A TRAUMATIC EXPERIENCE. ON THE OTHER, MANY OF THE YOUTHS ARRESTED HAVE PROBLEMS ABOVE AND BEYOND THE SPECIFIC LEGAL SNARL IN WHICH THEY FIND THEMSELVES. IT IS A

GAP ALMOST DESIGNED FOR MENTAL HEALTH CRISES INTERVENORS.

> "THREE BLACK STUDENTS (2 MALES AND 1 FEMALE) WERE BROUGHT IN INDIVIDUALLY AT ABOUT 10:30 BY STATE TROOPERS. THEY WERE BOOKED FOR DISORDERLY CONDUCT AND DISTURBING SCHOOL ASSEMBLY. A WHITE STUDENT WAS BROUGHT IN ABOUT ONE HALF HOUR LATER AND BOOKED... WE SPOKE TO THE PARENTS OF THESE KIDS AND ARRANGED FOR THEM TO BE TRANSPORTED TO THE STATION TO SIGN FOR THEM. WE ALSO ARRANGED FOR LAWYERS THROUGH FREEDOM HOUSE."

(DAILY LOG OF A CRISIS INTERVENTION TEAM WORKER)

A PRE-REQUISITE TO WORKING IN THE LEGAL SETTING (OR ANY OTHER) AS A "THIRD PARTY" CRISIS INTERVENOR IS AN ABILITY TO DEVELOP RAPPORT WITH THE PEOPLE IN THAT SETTING, WHETHER THEY BE TEACHERS, POLICEMEN, OR STUDENTS. IN THE CASE OF THE POLICE, IT IS NECESSARY TO "LEARN THE ENVIRONMENT" IN ADVANCE: THE LAYOUT OF THE STATION, BOOKING AND ARRAIGNMENT PROCEDURES, INDIVIDUAL OFFICERS. IN THE PROCESS OF DOING THIS, THE CRISIS INTERVENTION TEAM ALSO DEFINES ITS OWN PLACE IN THE SETTING, A ROLE WHICH HAS FOUR PRINCIPLE FEATURES:

- DOCUMENTING ALL ASPECTS OF THE ARREST;
- CONTACTING THE APPROPRIATE LAWYER AND FOLLOWING THROUGH ON THAT CONTACT;
- CONTACTING THE PARENTS;
- INSURING THAT THE PARENTS RECEIVE FULL INFORMATION REGARDING THE SITUATION.

SURPRISINGLY, THE CRISIS INTERVENTION TEAM MAY BE MOST EFFECTIVE AT THE POLICE STATION IN TERMS OF THE STUDENTS' PARENTS WHO OFTEN ENTER THE SITUATION WITH AN IGNORANCE OF THE REALITIES OF ARREST AND COURT PROCEDURES AS WELL AS A NEGATIVE ATTITUDE (OFTEN SIMILAR TO SHAME) TOWARDS ANY INVOLVEMENT IN THE COURTS, AN ATTITUDE WHICH CAN WORK AGAINST THEIR CHILD.

AGAIN, THIS LECTURE EMPHASIZED ROLE DEFINITION AND PLANFUL, SUPPORTIVE BEHAVIOR ON THE PART OF THE CRISIS INTERVENTION TEAM. IN ADDITION, THIS SESSION MOVED INTO SPECIFIC TOPICS CONCERNED WITH ACTUAL RESOURCE

MOBILIZATION, TELEPHONE LISTS, FORMS, AND THE LIKE, AGAIN INTER-WEAVING BACKGROUND INSTRUCTION WITH STEPS TOWARD A CRISIS INTERVENTION PROGRAM.

6. <u>INTERVIEWING TECHNIQUES</u>

WHAT <u>ISN'T</u> HE SAYING? IS HE NERVOUS? HOW? LET HIM TALK. IS HE INTERVIEWING YOU? ARE YOU HELPING HIM TO RELAX? ARE YOU <u>HEARING</u> WHAT HE IS SAYING? HOW DOES HE SEE THE PROBLEM? WHY DID YOU ASK THAT QUESTION? IS INTERVIEWING AN INTUITIVE SKILL? NO. IT IS A CRUCIAL ASPECT OF ANY TYPE OF CRISIS INTERVENTION, A GENERIC SKILL WHICH IS PARTICULARLY VITAL WHEN THE INTERVIEWEE IS AGITATED, FRESH FROM AN EMOTIONAL CONFLICT. THE OBJECTIVE OF THE SESSION LED BY MRS. PEGGY PEGRAM OF THE SOLOMON CARTER FULLER MENTAL HEALTH'S CHILDREN AMBULATORY SERVICES AND ALSO A TRAINEE IN THE CRISIS INTERVENTION PROGRAM WAS TO HELP THE TRAINEES UNDERSTAND THE IMPORTANCE OF OBSERVATIONAL AND INTERVIEWING SKILLS AND TO ASSIST THEM IN ACQUIRING OR REFINING THOSE SKILLS. THE PRIMARY TECH-NIQUE OF THIS SESSION WAS ROLE-PLAYING, AN APPROACH ESPECIALLY SUITABLE TO INTERPERSONAL SKILLS SUCH AS THESE. THE TRAINEES WERE PRESENTED WITH SCENARIOS WHICH WERE BASED ON ACTUAL SCHOOL DESEGREGATION INCIDENTS.

> "<u>OUTSIDE OF THE SCHOOLS</u>
> SCHOOL IS OUT AND THE STUDENTS ARE WAITING FOR THE BUS TO CARRY THEM HOME, WHILE A CAR FULL OF WHITE YOUTHS PULLS UP IN FRONT OF THE BUS AND START THROWING TOMATOES AND YELLING NIGGER. SOME OF THE YOUTHS GET OUT OF THE CAR WITH A CLUB. THE BROTHERS FORM A CIRCLE AROUND THE GIRLS AND TRY TO PROTECT THEMSELVES. SOME OF THE BLACK YOUTHS MANAGE TO GET A FEW OF THE CLUBS AND STARTED SWINGING. SOME BY-STANDERS NOTICE THE INCIDENT AND THEY START RUNNING TOWARD THE SITE. THE BLACK KIDS PANIC AND SCATTER AND TRY TO FIND SHELTER. THE MONITOR OF THE BUS RUNS LOOKING FOR A POLICE CAR. WHEN THE POLICE ARRIVE, THEY CLUB TWO OF THE BLACK YOUTHS THAT HAVE CLUBS AND THROW <u>THEM</u> IN THE WAGON. THEY GATHER THE OTHER YOUTHS WHILE THEY BOARD THE BUSES. THE CROWD, ALARMED THAT

SOME OF THE YOUTHS ARE HURT, START STONING THE BUSES. THE POLICE ESCORT THE BUSES TO THE STAGING AREA WHERE COMMUNITY PEOPLE ARE WAITING. THE STUDENTS ARE HYSTERICAL AND CRYING, SOME ARE HURT. THEY TELL WHAT HAPPENED AND THAT TWO OF THEIR FELLOW STUDENTS WERE ARRESTED. MEANWHILE, THEIR FELLOW STUDENTS ARE AT THE POLICE STATION BEING BOOKED FOR ASSAULT AND BATTERY, THE EVIDENCE BEING THE CLUB. WHEN THE PARENTS ARRIVED THEY WERE UPSET AND STATE THAT THEY TOLD THEIR CHILDREN TO PROTECT THEMSELVES AND DO NOT ALLOW ANY WHITE TO DEGRADE YOU WITH NAMES. THE PARENTS FEEL THAT THEIR CHILDREN WERE JUSTIFIED AND STATED THEY DID NOT RAISE THEIR CHILDREN TO BE CALLED NIGGER AND IGNORE IT."

(A TRAINING EXAMPLE GIVEN BY MRS. PEGGY PEGRAM)

THE SCENARIOS WERE THEN ACTED OUT BY TRAINEES AND THE RESULTING INTERPLAY ANALYZED BY THE GROUP. NO EFFECTIVE ACTION IS POSSIBLE WITHOUT A FIRM GRASP OF THE FACTS OF THE SITUATION, BUT THESE FACTS ARE OFTEN ACCESSIBLE ONLY THROUGH THE PARTICIPANTS WHO ARE NOT ALWAYS IN A POSITION TO BE "OBJECTIVE". INTERVIEWERS MUST LEARN TO GLEAN INFORMATION FROM THE INDIVIDUAL'S COMPLETE BEHAVIOR AND USE THESE CLUES TO DIRECT THE CONVERSATION PRODUCTIVELY. THIS IS NOT POSSIBLE IF THE INTERVIEWEE IS MADE UNCOMFORTABLE BY THE INTERVIEWING SITUATION. IT IS THE FIRST TASK OF THE CRISIS INTERVENOR TO CREATE AN ENVIRONMENT IN WHICH INFORMATION CAN BE GATHERED. BUT THAT "ACTIVE" ROLE IS BALANCED BY A MORE "PASSIVE" ONE IN WHICH THE INTERVIEWER "BEGINS WHERE THE PERSON IS" THEREBY MAKING IT A CONVERSATION AND NOT AN INQUISITION. THIS SESSION, BY FOCUSING ON A LEARNABLE SKILL UNIVERSALLY NECESSARY IN CRISIS INTERVENTION, DOVETAILED NICELY WITH THE PREVIOUS SESSION ON THE SOCIO-LEGAL APPROACH TO CRISIS INTERVENTION. AND BY RECOGNIZING THE PARTICULAR PROBLEMS RAISED BY SPANISH SPEAKING CHILDREN, IT LED NATURALLY INTO THE NEXT.

H. THE SPANISH-SPEAKING AND DESEGREGATION IN BOSTON

(¿MI PODRIA AYUDAR? ESTOY PERDIDO. NO SE DONDE ESTA MI GUAGUA. NO SE DONDE QUEDA MI ESCUELA. POR FAVOR, AYUDEME.)

THE BI-LINGUAL PROGRAMS OF THE BOSTON PUBLIC SCHOOLS WERE NOT SO WEAK AS THE SYSTEM WOULD SUGGEST. THEY WERE DEVELOPED THROUGH YEARS OF EFFORTS BY THE SPANISH-SPEAKING COMMUNITY AND WERE, LARGELY, SITUATED IN THE SCHOOLS OF THAT COMMUNITY. UNDER THE SCHOOL DESEGREGATION PLAN, THAT WAS NO LONGER TRUE. OR, IN OTHER WORDS, IT WAS THE TENDENCY OF MANY TO SEE THE CONFLICT AT THE HEART OF THE DESEGREGATION CRISIS AS ESSENTIALLY A BLACK/WHITE ONE. BUT A SYSTEM-WIDE OR COMMUNITY-WIDE TRAUMA ENGULFS EVERYONE AND THE SPANISH-SPEAKING, VARIOUSLY CLASSIFIED AS MINORITIES OR AS SPANISH-WHITE AND SPANISH-BLACK, WERE PARTICULARLY DISRUPTED BY THE CHANGES IN THE SCHOOLS. THIS CLASSIFICATION IS ONE OF THE MOST SENSITIVE ISSUES FOR THE SPANISH-SPEAKING, IN THAT IT DIVIDES FAMILIES. THESE PROBLEMS TOOK MANY FORMS:

- THE HISPANIC COMMUNITY WAS ISOLATED FROM OTHER COMMUNITIES AND THEREFORE, KNEW RELATIVELY LITTLE ABOUT THE AIMS OR IMPACT OF PHASE I;
- PHASE II SCATTERED THE BI-LINGUAL PROGRAMS THROUGHOUT THE CITY, THEREBY WEAKENING THEM, ISOLATING NON-ENGLISH SPEAKING CHILDREN, CONFUSING PARENTS, AND THREATENING COMMUNITY IDENITY;
- ESSENTIAL INFORMATION WAS NOT DISSEMINTED IN SPANISH AND WHEN IT FINALLY WAS, IT WAS REPLETE WITH ERRORS;
- MANY SPANISH-SPEAKING CHILDREN WERE DIRECTED TO SCHOOLS WITH NO BI-LINGUAL PROGRAM AND WITH NO STAFF CAPABLE OF DEALING WITH THE CHILDREN;
- SPANISH COMMUNITY HAD NO ACCESS TO OTHER FORMS OF INFORMATION, EXCEPT THROUGH THE MEDIA.

THE GOAL OF THE PRESENTATION BY MS. NATIVIDAD PAGAN, SPOKESPERSON OF EL COMITE DES PADRES, WAS TO SURVEY PHASE I AS IT IMPINGED ON THE SPECIALIZED NEEDS OF THE SPANISH-SPEAKING AND TO REMEDY THE GLARING DEFICITS

OF PHASE II. THIS LECTURE, THEN, ILLUSTRATED CRISIS EFFECTS SOMEWHAT OUT OF THE MAINSTREAM OF PUBLIC AWARENESS, YET, VERY MUCH A CONCERN OF THE CRISIS INTERVENTION TEAMS WITH THE LARGE PORTION OF THE HISPANIC COMMUNITY LOCATED IN OUR CATCHMENT AREA. THE CRISIS INTERVENTION TEAMS WERE PREPARED FOR THE SPECIAL PROBLEMS OF THE SPANISH-SPEAKING: WITH SPANISH-SPEAKING MEMBERS ON THE CRISIS INTERVENTION TEAMS; WITH RESOURCE AGENCIES ON THE REFERRAL LISTS; WITH THE INFORMATION MESSAGES OF THE CRISIS INTERVENTION PROGRAM BROADCAST IN SPANISH; AND WITH THE CRISIS MANUAL (A TASK OF THE WORK/STUDY PHASE) PRINTED IN SPANISH AS WELL AS ENGLISH.

(CAN YOU HELP ME? I'M LOST. I DON'T KNOW WHERE MY BUS IS. I DON'T KNOW WHERE MY SCHOOL IS. PLEASE HELP.)

I. SAFETY

SAFETY MUST ALWAYS BE A PRIMARY CONCERN IN ANY TYPE OF COMMUNITY CRISIS INTERVENTION.

THIS LECTURE, BY MR. MACEO DIXON OF THE NATIONAL STUDENT COALITION AGAINST RACISM (NSCAR), BROUGHT THE SERIES BACK TO THE CONCERNS OF THE SESSION LED BY MR. PERCY WILSON: HOW TO INSURE SAFETY IN A CONTEXT OF GROUP AGITATION. MARSHALLING, OR THE SKILL OF CROWD CONTROL, WAS DEVELOPED THROUGH THE HISTORY OF CIVIL RIGHTS AND ANTI-WAR MOVEMENTS IN THE SIXTIES. AS THOSE MOVEMENTS EVOLVED, SO, TOO, DID THE ART OF CONTROLLING THEM AS A SURROGATE FOR POLICE INTERVENTION. FOR THE CRISIS INTERVENTION TEAMS, THE PRIME FRICTION POINT WOULD BE THE ENTIRE PROCESS OF BUS TRANSFER, FROM THE STAGING AREA TO THE INSIDE OF THE SCHOOLS. MR. DIXON, A MEMBER OF THE CRISIS INTERVENTION TEAMS, USED HIS EXPERIENCE FROM PHASE I TO STRESS THAT MARSHALLING IS A DEFINABLE TASK WITH SPECIFIC BEHAVIORAL GUIDELINES WHICH IS, AT THE SAME TIME, AN ART IN PRACTICE. AGAIN, THE DISCUSSION CENTERED ON THE ROLE OF THE CRISIS INTERVENOR:

A BUS MONITOR IS NEITHER A POLICEMAN OR A PARTISAN. REGARDLESS OF THE INTERVENOR'S PERSONAL REACTIONS TO THE SITUATION, IT IS VITAL THAT THESE OPINIONS BE REPRESSED IN FAVOR OF A POISED SET OF BEHAVIORS AIMED AT DEFUSING THE SITUATION.

J. DESEGREGATION FROM A STUDENT'S POINT OF VIEW

DURING THE HEIGHT OF THE PHASE I SCHOOL DESEGREGATION CRISIS IN BOSTON, A DRAMATIC PROJECT WAS CONCEIVED IN THE HOPE OF DIRECTING ATTENTION TOWARD A REALISTIC SOLUTION OF THE SCHOOL STRIFE. UNDER THE AUSPICES OF SEVERAL COMMUNITY GROUPS, A BI-RACIAL GROUP OF BOSTON HIGH SCHOOL STUDENTS TRAVELED TO CHARLOTTE, NORTH CAROLINA, TO OBSERVE AND PARTICIPATE IN THE SUCCESSFULLY INTEGRATED CHARLOTTE HIGH SCHOOLS. DANA GONSALVES, WHO WAS A STUDENT AT THE TROUBLED HYDE PARK HIGH SCHOOL DURING PHASE I, WAS A MEMBER OF THAT GROUP. HE USED HIS CHARLOTTE EXPERIENCE, ALONG WITH HIS HYDE PARK EXPERIENCE TO OFFER THE CRISIS INTERVENTION TRAINEES A VIEW OF THE CRISIS AS SEEN BY THAT MOST NEGLECTED OF PARTICIPANTS: THE STUDENT.

> "WHEN YOU LOOK AT THE HISTORY OF SCHOOL DESEGREGATION ACROSS THIS COUNTRY, THERE'S NOT A SINGLE PLACE WHERE THE KIDS HAVE FAILED."

(REV. ANDREW YOUNG, U.S. CONGRESSMAN - "SOME THOUGHTS ABOUT A CRISIS TEAM'S APPROACH TO BOSTON'S SCHOOL DESEGREGATION" - IN THE CONGRESSIONAL RECORD, VOL. 121, NO. 152-PART II, OCTOBER 9, 1975 ISSUE)

> "AS LONG AS WE ATTEND CHARLESTOWN HIGH UNDER PRESENT CONDITIONS, OUR LIVES ARE IN DANGER...THERE ARE NO MINORITY ADVOCATES WITH ADMINISTRATIVE POWERS TO ADDRESS THE CONCERNS OF THE MINORITY STUDENTS...TEACHERS AND AIDES IN MOST CASES ARE INCAPABLE, IN TERMS OF THEIR POSITION, OF MAINTAINING DISCIPLINE...WE HOPE THAT THIS PROTEST WILL MAKE IT SAFER TO ATTEND CHARLESTOWN HIGH SCHOOL."

(PRESS RELEASE BY THE MINORITY COUNCIL AT CHARLESTOWN HIGH SCHOOL)

DANA'S PRESENTATION EMPHASIZED SOME OF THE CRISIS ELEMENTS WHICH ARE PREDICTABLE, AND, THEREFORE, CONTROLLABLE:

- -THE STUDENTS' REPLICATION OF THEIR PARENTS' ATTITUDES;
- -THE LOCATIONS IN SCHOOL WHERE CONFLICTS ARE LIKELY TO OCCUR;
- -THE TIMES WHEN CONFLICTS ARE LIKELY TO OCCUR;
- -THE VOLATILE INDIVIDUALS REPEATEDLY INVOLVED IN DISTURBANCES;
- -THE LACK OF PREPARATION ON THE PART OF RESPONSIBLE SCHOOL STAFF;
- -THE VALUABLE PREVENTATIVE ROLE WHICH A CRISIS INTERVENTION TEAM CAN PLAY BY VIRTUE OF THEIR UNIQUE STATUS AND SKILLS.

THE CONNECTION BETWEEN THIS LECTURE AND THE ACTUAL EXPERIENCE OF CRISIS INTERVENTION WAS HIGHLIGHTED IN THE PRELIMINARY EVALUATION REPORT ON THE CRISIS INTERVENTION PROGRAM:

> "THE PHYSICAL MOBILITY ENJOYED BY CRISIS INTERVENTION TEAM WORKERS IN THE SCHOOL BUILDINGS MADE IT POSSIBLE FOR THEM TO FILL FUNCTIONS THAT OTHER PROFESSIONALS WITH THEIR ROOM ASSIGNMENTS AND OTHER FIXED RESPONSIBILITIES COULD NOT UNDERTAKE. THEY COULD MOVE EASILY TO AN AREA OF THE SCHOOL WHERE TENSIONS WERE BEGINNING TO BUILD UP AND INTERVENE BEFORE A SITUATION GOT OUT OF HAND. HAD THE CRISIS INTERVENTION TEAM WORKERS NOT FILLED THIS IMPORTANT AND USUALLY MISSING FUNCTION OF PARTICIPANT OBSERVER, THEY MIGHT NOT HAVE BEEN AS EFFECTIVE DURING TIMES OF SERIOUS CRISIS."

THIS LECTURE ALSO REINFORCED A CRUCIAL ASPECT OF THE TRAINING METHODOLOGY: THE INHERENT VALUE OF DIFFERENT PERSPECTIVES AND THE CONGRUENT VALUE OF THE PERSPECTIVE OF THOSE WITH ACTUAL EXPERIENCE IN CRISES AND CRISIS INTERVENTION. EACH LECTURE, THEN, ASSUMED A DUAL FUNCTION: TO INSTRUCT, AND TO SUPPORT THE NEED FOR MENTAL HEALTH CRISIS INTERVENTION. BECAUSE MENTAL HEALTH CRISIS INTERVENTION IS NOT AN ESTABLISHED SERVICE, ANY SUCH TRAINING PROGRAM MUST POSSESS THAT "DOUBLE MEANING". IN ADDITION, IT AIDES IN KEEPING THE TRAINING OPEN-ENDED: THAT IS, IT LEAVES ROOM FOR THE TRAINEES

TO DEFINE THEIR GOALS AND BEHAVIOR IN TERMS OF BOTH THEORY AND PRACTICE. AND, FINALLY, THE REITERATION OF THE NEED FOR SERVICES BY THOSE "OUTSIDE" THE INSTITUTION SERVES TO DEVELOP A SENSE OF MORAL AND PURPOSE FOR THE TRAINEES WHICH IS ESSENTIAL FOR EFFECTIVE CRISIS INTERVENTION.

K. CRISIS TEAM PLANNING AND OPERATION

MR. HUBERT JONES IS THE DIRECTOR OF THE MASSACHUSETTS INSTITUTE OF TECHNOLOGY'S COMMUNITY FELLOWS PROGRAM AND HE HAS EXTENSIVE EXPERIENCE WORKING WITH A VARIETY OF COMMUNITY AGENCEIS. THIS LECTURE, COMING AS IT DID TOWARD THE END OF THE TRAINING, WAS THE FIRST OF TWO AIMED AT SYNTHESIZING THE DIFFERENT STRANDS OF THE TRAINING INTO A WHOLE FABRIC. APPROPRIATELY, ITS FOCUS WAS ORGANIZATIONAL, BOTH IN TERMS OF THE INSTITUTIONS' (I.E. THE SOLOMON CARTER FULLER MENTAL HEALTH CENTER'S AND BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY'S) RESPONSE TO THE CRISIS AND IN TERMS OF THE ORGANIZATION OF THE CRISIS TEAMS THEMSELVES. THE ACCUMULATED EXPERIENCE OF THE TRAINING COURSE HAD PREPARED THE TRAINEES FOR THE QUESTIONS RAISED IN THIS SESSION, QUESTIONS DIRECTLY RELATED TO DECISIONS AND TASKS IMMEDIATELY CONFRONTING THE PROGRAM AND THE TRAINEES. ITS TECHNIQUE CAN BE DESCRIBED AS A TANGIBLE ONE: ITS TIMING COINCIDED WITH A CONTINUING RACIAL INCIDENT AT CARSON BEACH IN SOUTH BOSTON, THE SECTION OF BOSTON AT THE CENTER OF THE PHASE I CRISIS. WITHIN THIS CONTEXT, THE SESSION TESTED THE TRAINEES' ABILITY TO OBSERVE AND REACT TO ACTUAL AND SIMULATED INCIDENTS AS ROLE-PLAYED BY MR. JONES AND MRS. BATSON. THESE INCIDENTS WERE THEN USED TO DESCRIBE THE FUNDAMENTAL AND TANGIBLE INGREDIENTS OF SUCCESSFUL CRISIS TEAM PLANNING AND OPERATION. TWO KINDS OF SELF-APPRAISAL MUST INITIATE THIS PROCESS:

-THAT OF THE AGENCY OR INSTITUTION: HAS IT CLARIFIED, INTERNALLY, AND PUBLICIZED, EXTERNALLY, THE EXACT GOAL AND RANGE OF ITS COMMITMENT?
-THAT OF THE INDIVIDUAL TEAM MEMBER: HAVE YOU APPRAISED YOUR OWN ABILITIES (MENTAL, EMOTIONAL, AND PHYSICAL) AND THE RANGE OF YOUR COMMITMENT?

CRISIS INTERVENTION TEAMS ARE COMBINATIONS OF SKILLS AND EXPERIENCES WHICH NEED THE DIVERSITY OF THEIR MEMBERS IN ORDER TO FUNCTION. NOT EVERYONE CAN DO EVERYTHING AND WHAT PEOPLE CAN DO MUST BE ANALYZED, DISCUSSED, AND FORMALIZED (WHICH CAN BE ACCOMPLISHED VIA A FORMAT SUCH AS TASK ANALYSIS). IN EFFECT, THIS IS THE EQUIVALENT OF KNOWING ONE ANOTHER. THUS, THIS LECTURE TRANSLATED THE DEVELOPMENT OF GROUP COHESION DURING THE TRAINING SESSIONS INTO THE BASIS FOR THE OPERATIONS OF A CRISIS INTERVENTION TEAM. SOME OF THE OTHER ISSUES DEVELOPED IN THIS SESSION ARE ALSO NECESSARY ELEMENTS IN CRISIS INTERVENTION PLANNING. THEY EITHER WERE OR BECAME TASKS OF THE TRAINEES:

-COMMUNICATIONS: AN OPEN TELEPHONE LINE MANNED TWENTY-FOUR HOURS; PREDEFINED AND FORMALIZED COMMUNICATIONS RESPONSIBILITIES;
-MEDICAL: FIRST AID TRAINING;
-SELECTION OF CRISIS TEAM MEMBERS AND THEIR CAPTAINS;
-SELECTION OF SITES FOR CRISIS TEAM OPERATIONS AND ASSIGNMENT OF TEAMS TO SITES;
-IDENTIFICATION OF OPERATIONS CAPTAIN WHO CENTRALIZES ALL COMMUNICATION AND IS THE OFFICIAL LIASION WITH THE MEDIA, THE SCHOOLS, THE POLICE, ETC.;
-NEED FOR IDENTIFICATION BADGES AND PERMITS FOR ENTRY TO THE CRISIS INTERVENTION SITES SUCH AS SCHOOLS;
-IDENTIFICATION OF THE CONSTITUENCY SERVED BY THE CRISIS INTERVENTION TEAM.

OBVIOUSLY, A TRAINING PROGRAM MUST BE STRUCTURED SO THAT THE TRAINEES ARE INVOLVED IN A PROCESS OF CONTINUAL INTEGRATION OR SYNTHESIS OF THEIR LEARNING. CRISIS INTERVENTION TRAINING OFFERS A UNIQUE OPPORTUNITY TO REALIZE THE POTENTIAL OF THIS PROCESS SINCE IT IS NOT SIMPLY TRAINING FOR A POSITION, A JOB, OR A FUNCTION. RATHER IT COMBINES THIS TRAINING WITH THE CONSTRUCTION, EVEN THOUGH MANY OF ITS BUILDING BLOCKS ARE COMMON TO ANY TYPE OF CRISIS INTERVENTION.

L. CHILD REARING AND MENTAL HEALTH

"NOW WHAT MAKES PEOPLE GO CRAZY IS THE DIFFERENCE BETWEEN WHAT THEY THINK THE WORLD IS GOING TO BE LIKE WHEN THEY GROW UP, AND WHAT THEY FIND IT TO BE."

(PRESENTATION TO CRISIS INTERVENTION TEAM TRAINEES BY CHESTER PIERCE, M.D.)

THE FINAL SESSION WAS A LECTURE BY DR. CHESTER PIERCE, A PROFESSOR IN THE GRADUATE SCHOOL OF EDUCATION AT HARVARD UNIVERSITY. ON THE SURFACE, A DISCUSSION OF APPROACHES TO SUCCESSFUL CHILD REARING MAY APPEAR TO DEVIATE FROM THE MAIN THRUST OF A CRISIS INTERVENTION TRAINING PROGRAM. NEVERTHELESS, IT IS ONLY A SUPERFICIAL DEVIATION. AT THE FINAL SESSION, DR. PIERCE'S PRESENTATION WAS A SYNTHESIS OF A PARTICULAR THEORETICAL AND EXPERIMENTAL APPROACH TO REARING BLACK CHILDREN SO AS TO AVOID THE INADEQUACIES WHICH IN MANY INSTANCES, HELP TO MAKE CRISIS INTERVENTION NECESSARY. FURTHER, HIS THEORETICAL STANCE ALSO REINFORCED, FROM A DIFFERENT DIRECTION, MANY OF THE "LESSONS" GATHERED BY THE TRAINEES DURING THE SIX WEEK PERIOD. FOR INSTANCE, DR. PIERCE SUMMARIZED HIS APPROACH UNDER THREE CATEGORICAL FORMS: THE NEED FOR A PLAN; THE NEED FOR CONSISTENCY AND THE NEED FOR PARENTAL AGREEMENT IN CHILD-REARING. THE ABSENCE OF PARENTAL CONSISTENCY CAN BE A FACTOR IN CRISIS SITUATIONS SINCE PEOPLE WHO LACK DIRECTION ARE MOST SUBJECT TO THE CONFLICTING STIMULI OF A CRISIS.

THE LECTURE INTERWOVE THE THEMES OF THE TRAINING COURSE INTO THE APPROACH TO CHILD-REARING: THE WAY TO HAVE EFFECTIVE COMMUNICATIONS; THE NEED TO SEE PROPER INTER-RELATIONSHIPS BETWEEN DIVERSE OBJECTS; THE IMPACT OF FAMILY AND SOCIAL AGRESSION; RACISM; AND ABOVE ALL, THE NEED TO SEE DIFFERENTLY AND THE NEED FOR A NEW VOCABULARY TO COMMUNICATE THAT.

THUS, AS THE CAPSTONE TO THE LECTURE SERIES, IT WAS A FUTURE ORIENTED DISCUSSION WHICH PROVIDED A VISION OF A NEW FUTURE BASED ON A NEW KIND OF PLANNING - PLANNING WHICH RECOGNIZES THE PARTICULAR BEHAVIORS, LANGUAGE AND BELIEFS, OF THE BLACK COMMUNITY.

SPECIFICALLY, CHILDREN SHOULD NOT BE TAUGHT TO COMPARTMENTALIZE THEIR THINKING. INSTEAD, THEY MUST BE TAUGHT TO THINK ALMOST NATURALLY IN TERMS OF RELATIONSHIPS OR IN TERMS OF THE SYSTEMIC CONNECTIONS WHICH CAN BE MADE AMONG, APPARENTLY UNRELATED THINGS OR EVENTS. ONLY THEN WILL THEY BE IN A POSITION TO ACT POSITIVELY TOWARDS THIS ENVIRONMENT, RATHER THAN BE FORCED TO REACT NEGATIVELY.

THE WORK/STUDY PHASE

THE SECOND MAJOR PHASE OF THE TRAINING PROGRAM WAS A WORK/STUDY EXPERIENCE. THE OBJECTIVES OF THIS PHASE WERE TO:

- ENABLE THE TRAINEES TO TEST THEMSELVES IN TERMS OF SOLVING REAL PROBLEMS;
- PERFORM SPECIFIC TASKS RELEVANT TO DEVELOPING THE CRISIS INTERVENTION PROGRAM;
- PROVIDE SERVICES TO THE AGENCIES AND INSTITUTIONS INVOLVED.

ALL OF THE TRAINEES WERE GIVEN WORK/STUDY ASSIGNMENTS WHICH WERE BASED ON A TWO DAY PER WEEK COMMITMENT. THE NATURE OF THE ASSIGNMENTS VARIED CONSIDERABLY, ACCORDING TO INDIVIDUAL INTERESTS AND TASKS NEEDS. THE FORUM FOR RE-INTEGRATING THIS EXPERIENCE WITHIN THE MAINSTREAM OF THE TRAINING WAS THE IN-CLASS DISCUSSION GROUP MEETINGS. IN EFFECT, THE TRAINEES MADE PROGRESS REPORTS TO THE GROUP. THESE REPORTS WERE THEN DISCUSSED AND THE TRAINEE WAS OFFERED SUPPORT AND DIRECTION FOR HIS/HER ASSIGNMENT. IN MANY CASES, THE ASSIGNMENTS WERE TASKS OF DIRECT INTEREST TO THE WHOLE GROUP.

THE WORK/STUDY EXPERIENCES WERE OF TWO TYPES: FIELD PLACEMENTS AND CRISIS INTERVENTION PROGRAM RELATED TASKS. THE FIELD PLACEMENTS INVOLVED AGENCIES IN THE SOLOMON CARTER FULLER MENTAL HEALTH CENTER CATCHMENT AREA WHICH HAD BEEN AND WOULD CONTINUE TO BE INVOLVED IN SCHOOL DESEGREGATION CRISIS ACTIVITIES. FOR EXAMPLE, TWO TRAINEES WERE PLACED AT THE FREEDOM HOUSE INSTITUTE ON SCHOOLS AND EDUCATION WITH THE AIM OF WORKING WITHIN THEIR COMMUNICATION AND LEGAL REFERENCE NETWORK, A NETWORK IN WHICH THE CRISIS INTERVENTION PROGRAM WOULD BE AN INTEGRAL PART. ANOTHER EXAMPLE OF A PLACEMENT AGENCY WAS THE SOUTH END EDUCATIONAL RESOURCE CENTER. THE RESOURCE CENTER GREW OUT OF A SERIES OF MEETINGS ORGANIZED BY THE DIRECTOR, MRS. RUTH BATSON,

DURING PHASE I OF THE SCHOOL DESEGREGATION CRISIS. IT IS A CONSORTIUM OF FIFTEEN AGENCIES (INCLUDING THE SOLOMON CARTER FULLER MENTAL HEALTH CENTER) WHICH HAD EXPERIENCED A STRONG NEED FOR A CENTER TO PROVIDE AREA RESIDENTS WITH THREE SPECIFIC SERVICES: COUNSELING; INFORMATION; AND TUTORING. THIS CENTER WAS STILL IN THE PROCESS OF DEVELOPMENT DURING THE TRAINING PERIOD UNDER DISCUSSION HERE. THE SEVEN TRAINEES ASSIGNED TO IT, THEN, WERE ABLE TO BOTH ASSIST IN ITS FORMULATION AND TO AIDE IN STAFFING, COUNSELING AND INFORMATION FUNCTIONS OF THE SOUTH END EDUCATIONAL RESOURCE CENTER.

THE IN-HOUSE WORK/STUDY PLACEMENTS CAN BE FURTHER BROKEN DOWN INTO TWO GROUPS:

- THOSE DEVOTED TO SPECIFIC CRISIS INTERVENTION PROGRAM TASKS;
- THOSE DEVOTED TO ASSISTING THE SOLOMON CARTER FULLER MENTAL HEALTH CENTER IN PREPARING FOR THE SECOND PHASE OF THE SCHOOL DESEGREGATION CRISIS.

IN THE FIRST CATEGORY ARE INCLUDED THE ASSIGNMENTS WHICH LED TO THE TWO TRAINEE-CONDUCTED LECTURES IN THE GUEST LECTURE SERIES. OTHER TRAINEES WERE ASSIGNED TO DEVELOP THE NECESSARY LIASIONS WITH THOSE INSTITUTIONS WHICH WOULD BE CRUCIAL TO THE OPERATION OF THE CRISIS INTERVENTION PROGRAM: WITH THE SCHOOLS; THE POLICE; THE SPANISH-SPEAKING COMMUNITY; WITH THE CLERGY AND OTHER RELIGIOUS GROUPS CONCERNED ABOUT THE CRISIS; AND WITH PARENTS IN THE NEIGHBORING ORCHARD PARK HOUSING PROJECT (WHICH WAS THE SCENE OF SEVERAL DISTURBANCES DURING PHASE I.) YET ANOTHER OF THESE TASKS WAS THE PREARATION OF THE CRISIS MANUAL (REFER TO APPENDIX). THIS DOCUMENT, WHOSE DEVELOPMENT REQUIRED FREQUENT CONSULATIONS WITH THE TRAINEE GROUP, IS A NECESSARY TOOL FOR AN EFFECTIVE CRISIS INTERVENTION PROGRAM. IT SHOULD CONTAIN THE FOLLOWING INFORMATION:

-AN INTRODUCTION OUTLINING THE PURPOSE OF THE CRISIS INTERVENTION PROGRAM AND THE NAMES AND ASSIGNMENTS OF THE CRISIS INTERVENTION TEAM MEMBERS AND PROGRAM STAFF;

-A SERIES OF CAPSULE INSTRUCTION TO GUIDE WORK WITH DIFFERENT GROUPS (HISPANIC, PARENTS, ETC.), AND IN DIFFERENT SETTINGS (ON BUSES, IN POLICE STATIONS, ETC.), INSTRUCTIONS WHICH CAN SERVE AS A HANDY REFERENCE FOR CRISIS INTERVENTION TEAM MEMBERS AND AS A PRIMER FOR NON-CRISIS INTERVENTION TEAM WORKERS;

-GUIDELINES ON PROPER CLOTHING AND PROPER ACCESSORIES (E.G., DO NOT CARRY LARGE AMOUNTS OF MONEY) INCLUDING IDENTIFICATION AND FIRST AID KIT;

-SPECIFIC REFERRAL DATA: EMERGENCY TELEPHONE NUMBERS; A FIRST AID GUIDE; REFUGE CENTERS; MAPS; HOSPITALS; AND AGENCIES.

THE SECOND ASPECT OF THE IN-HOUSE WORK/STUDY PLACEMENTS INVOLVED INTERACTING WITH THE STAFF OF THE DIVISION OF PSYCHIATRY AND MENTAL HEALTH CENTER ON THE PROBLEMS AND NEEDS GENERATED BY THE DESEGREGATION CRISIS. TRAINEES ASSISTED IN AFFECTING THE KINDS OF INSTITUTIONAL CHANGES NECESSARY TO MOBILIZE AN EFFECTIVE INSTITUTIONAL RESPONSE TO THE CRISIS. IN THE PROCESS OF MAKING AN INSTITUTIONAL COMMITMENT TO CRISIS INTERVENTION, THE MENTAL HEALTH CENTER CANNOT NEGLECT ITSELF IN ITS OWN OUTREACH PROGRAM. THIS INITIATED THE "TRAINING OF TRAINERS" MENTIONED ABOVE AS A GOAL OF THE TRAINING PROGRAM: TRAINEES WERE ABLE TO TRAIN OTHER MENTAL HEALTH CENTER STAFF AROUND DEALING WITH THE INDIVIDUAL TRAUMATIC EFFECTS OF THE CRISIS AND IN PROVIDING FURTHER TRAINING TO THOSE STAFF MEMBERS WHO SUBSEQUENTLY VOLUNTEERED FOR THE CRISIS INTERVENTION PROGRAM.

IT IS, PERHAPS, IN THIS LAST TYPE OF PLACEMENT THAT THE VALUE OF A WORK/STUDY PHASE IS MOST VIVID, AS BOTH AN EXPERIENCE FOR THE TRAINEES AND AS A SERVICE. IN THE CLASSIC STATEMENT, TRAINEES COULD LEARN BY DOING. THEY WERE ABLE TO OBSERVE OTHERS IN VARIOUS SITUATIONS AS WELL AS TO DIRECTLY INVOLVE THEMSELVES IN SITUATIONS TO DETERMINE WHETHER THE THEORY, STRATEGY, AND METHODOLOGY TAUGHT IN THE MORE FORMAL PHASE OF THE TRAINING WAS VIABLE. THIS, IN TURN, GAVE THE TRAINING PROGRAM INVALUABLE, IMMEDIATE FEEDBACK TO DETERMINE ANY CHANGES OR ADJUSTMENTS WHICH MIGHT BE NEEDED IN THE TRAINING.

IN-CLASS DISCUSSIONS

THE TWO TRAINING PHASES DESCRIBED ABOVE CONTAINED THE MAJORITY OF THE PROGRAM'S LEARNING EXPERIENCES. NEVERTHELESS, THE HEART OF THE TRAINING PROGRAM WAS THE TWICE-WEEKLY DISCUSSION GROUPS. IN ESSENCE, THIS WAS AN OPPORTUNITY FOR THE TRAINEES AND STAFF TO GET TOGETHER INFORMALLY AND TALK ABOUT WHAT THEY WERE INVOLVED IN. MORE FORMALLY, THE GROUPS HAD THREE OBJECTIVES:

- -TO EVALUATE AND RESPOND TO EACH OF THE GUEST LECTURES (TRANSLATING THEIR CONTENT INTO A PROGRAM);
- -TO DEAL WITH SPECIFIC ISSUES OF PROGRAM OPERATIONS AND CRISIS INTERVENTION NOT COVERED IN THE LECTURE SERIES;
- -TO SERVE AS A FORUM FOR INDIVIDUAL REPORTS BASED ON THE TRAINEES' WORK/STUDY EXPERIENCES.

OBVIOUSLY, THIS PHASE HELPED TO GENERATE A CONCRETE SENSE OF UNITY IN THE TRAINING PROGRAM, A QUALITY WHICH IS EASY TO LOSE IF TRAINING IS ONLY A MATTER OF COURSES AND ISOLATED PLACEMENTS. HOWEVER, FROM THESE MEETINGS EMERGED SOMETHING WHICH THIS MANUAL HAS MENTIONED SEVERAL TIMES AS CRITICAL TO A SUCCESSFUL CRISIS INTERVENTION TRAINING PROGRAM: GROUP COHESION. THROUGH THESE MEETINGS THE GROUP TRAINEES DEVELOPED A KIND OF FAMILY QUALITY BASED UPON MUTUAL UNDERSTANDING AND RESPECT. CLEARLY, IF PEOPLE ARE TO WORK UNDER TRYING CONDITIONS AS TEAMS, SUCH A FEELING IS A PRE-REQUISITE. IT CANNOT BE LEGISLATED NOR IS IT EASILY SUBJECT TO TASK ANALYSIS. HOWEVER, IT CAN GROW AND MATURE IN THE PROPER ENVIRONMENT, AN ENVIRONMENT WHICH CAN BE NURTURED IN A WELL-ORGANIZED AND WELL-LED TRAINING PROGRAM. TO SOME EXTENT, OF COURSE, IT IS A RESULT OF THE CRISIS ITSELF,

OF THAT FEELING THAT THE GROUP IS ABOUT TO ENTER "COMBAT" WHERE NO ONE CAN BE CERTAIN OF THE COURSE OF EVENTS. HOWEVER, EVEN IF GROUP COHESION WERE NOT A PRELIMINARY TO EFFECTIVE TEAM ACTION, IT WOULD BE VALUABLE IN AND OF ITSELF AS A LEARNING AIDE - A FORM OF SUPPORT THROUGH WHICH THE TRAINEES CAN AND WILL TAKE GREATER ADVANTAGE OF THE LEARNING EXPERIENCES.

THE IN-CLASS DISCUSSION MEETINGS BECAME THE FORERUNNER OF THE SUPPORT GROUPS WHICH WILL BE DESCRIBED IN THE NEXT SESSION. THEY ALSO PROVIDED A VEHICLE FOR MAKING ADAPTATIONS IN THE TRAINING PROGRAM, BASED ON THE FEEDBACK CREATED BY INDIVIDUALS AND EVENTS. ONE SUCH DEVELOPMENT WAS THE REALIZATION OF THE NEED FOR A FIRST AID TRAINING COURSE. FIRST AID IS TRAINING WHICH EVERYONE HOPES IS USELESS. AS A RESULT, IT IS OFTEN NEGLECTED. THE EXPERIENCE OF PHASE I OF THE SCHOOL DESEGREGATION CRISIS AS IT WAS DIGESTED IN THE TRAINING PROGRAM ALONG WITH A SERIES OF RACIAL CLASHES IN THE CITY OF BOSTON PRIOR TO THE OPENING OF SCHOOLS, MADE FIRST AID TRAINING UNAVOIDABLE. IN OUTLINE, CRISIS INTERVENTION TEAM MEMBERS WERE TRAINED TO HANDLE SIMPLE FIRST AID SITUATIONS THROUGH A COMBINATION OF DIAGNOSIS, TREATMENT, AND REFERRAL. DIAGNOSIS INVOLVES MAKING A JUDGMENT AS TO THE NATURE OF THE INJURY AND THE INTERVENOR'S ABILITY TO TREAT IT. TREATMENTS WERE THOSE PRELIMINARY STEPS WHICH HELP TO CALM THE PATIENT, STABILIZE THE INJURY, AND PREVENT SHOCK (REFER TO CRISIS MANUAL IN APPENDIX). REFERRAL IS NECESSARY IN ANYTHING MORE THAN VERY MINOR SITUATIONS AND ITS SUCCESS DEPENDS ON SPEED AND A PROPER AWARENESS OF RESOURCES.

THE FIRST AID COURSE WAS AN EXAMPLE OF "PREPARING FOR THE WORST". BUT "THE WORST" IS CHARACTERISTIC OF A CRISIS AND PROPER TRAINING FOR ALL POSSIBLE FIELD EXPERIENCES IS THE RESPONSIBILITY OF A CRISIS INTERVENTION TRAINING PROGRAM. FORTUNATELY, THERE WAS NOT MUCH NEED FOR FIRST AID DURING PHASE II. THERE WERE, AS THERE MUST BE, TIMES WHEN THE CRISIS INTERVENORS WONDERED WHAT THEIR PURPOSE WAS, SINCE SO LITTLE WAS "HAPPENING". THIS, IN EFFECT, RAISES THE DISTINCTION BETWEEN A CHRONIC AND AN ACUTE CRISIS, A PROBLEM TO WHICH THE SUPPORT GROUPS WERE A PARTIAL RESPONSE.

THE IN-CLASS DISCUSSIONS ALSO DEALT WITH THE MAJOR ISSUE OF THE ASSIGNMENT OF CRISIS INTERVENORS TO TEAMS AND OF THESE TEAMS TO SPECIFIC COMMUNITY SITES. THE SENSE OF COMRADESHIP AND THE AWARENESS OF EACH OTHER GENERATED DURING TRAINING, BECAME THE BASIS FOR THE SELECTION OF TEAM MEMBERS, A DECISION WHICH ULTIMATELY BELONGS TO THE PROGRAM DIRECTOR. THESE TEAMS WERE ASSIGNED TO THREE TYPES OF LOCATIONS - SCHOOLS, POLICE STATIONS AND STREET CORNERS - EACH CHOSEN ON THE BASIS OF EITHER LAST YEAR'S EXPERIENCE OR PROJECTIONS OF THE COMING YEAR'S TROUBLE SPOTS.

SUPPORT GROUPS

A SUPPORT GROUP IS BOTH A PROGRAMMING FEATURE AND A MECHANISM FOR ONGOING INSERVICE TRAINING. BECAUSE OF THE FRUSTRATIONS, CONFUSIONS, AND STRAINS ANTICIPATED DURING THE BEGINNING OF THE SCHOOL YEAR, IT WAS FELT THAT A GROUP SUPPORT SYSTEM MUST BE DEVELOPED TO ALLOW THE TEAM MEMBERS TO INTERACT WITH OTHERS IN THE SHARING OF PERSONAL CONCERNS AND DAILY INFORMATION GATHERED AS WELL AS TO PROVIDE THEM WITH AN EFFECTIVE FEEDBACK MECHANISM. THE TRAINEES WERE BROKEN DOWN INTO SMALLER GROUPS WHICH MET TWICE WEEKLY, AT FIRST, UNDER THE DIRECTION OF A MENTAL HEALTH PROFESSIONAL. THE SMALLER GROUP SIZE WAS NECESSARY TO PROMOTE INTIMACY AND TO ALLOW EACH MEMBER AN AMPLE OPPORTUNITY TO DISCUSS THEIR EXPERIENCES. THE GROUPS WERE ALSO FLEXIBLE TO RESPOND TO THE CHANGING NEEDS OF THE CRISIS TEAMS. THUS, FOR THE FIRST MONTH, THEY MET TWICE A WEEK, AND THEN, AS THE CRISIS SOFTENED AND THE TEAMS BECAME MORE ACCUSTOMED TO THEIR ROLES, THE MEETINGS WERE REDUCED TO WEEKLY SESSIONS, WITH THE OPTION OF EXPANDING THEM IF NECESSARY.

MANY OF THE EARLY SUPPORT GROUP MEETINGS FOCUSED ON TACTICAL PROBLEMS WHICH ARE INEVITABLE IN A CRISIS SITUATION. FOR INSTANCE, INDIVIDUAL SCHOOLS OR BUS DRIVERS WOULD BE UNSATISFIED WITH THE CRISIS TEAM'S "CREDENTIALS" AND WOULD REFUSE ENTRANCE. THIS SORT OF THING HAS BEEN TYPICAL OF THE BOSTON SCHOOL DESEGREGATION CRISIS, BUT THAT FACT DOES NOT MAKE IT ANY LESS FRUSTRATING WHEN IT OCCURS. AS A RESULT OF THESE MEETINGS, THE PROBLEMS OF ACCESS WERE SUCCESSFULLY RE-ADDRESSED TO THE SCHOOLS AND OTHERS.

Another major theme of these meetings has broader implications for crisis intervention. Simply stated, it is boredom. Or, what to do when nothing seems to be happening. All crises have a rhythm which can, roughly, be described as a series of crests interspersed with long flat troughs. The issue of boredom can be dealt with directly by establishing that:

- -INACTIVE PERIODS ALLOW THE CRISIS INTERVENTION TEAM TO DEVELOP VITAL CONTACTS WITHIN THEIR ASSIGNED SITE (GETTING TO KNOW THE MOVEMENTS OF PEOPLE, ESTABLISHING RELATIONS WITH STAFF AND THE LIKE);
- -CRISIS PREPARATION NECESSARILY INVOLVES BEING PREPARED: THEY ALSO SERVE WHO STAND AND WAIT.

But it also accentuates the question of crisis definition. Is a crisis merely a briefly intense period of public turmoil? Or is the turmoil merely the occasional manifestation of a more chronic problem? An affirmative answer to the second question is not a pre-requisite for crisis intervention training. Such training is fully justified by the existence of an acute crisis of limited duration. However, crisis intervention should not be confined to such situations, however vital, especially for community mental health centers committed to preventative mental health programs. The crisis is there even when it seems to be absent. By effectively intervening before turmoil erupts, crisis intervention teams achieve the full definition of their role. Even though the Boston University, Division of Psychiatry-Solomon Carter Fuller Mental Health Center Crisis Intervention Teams were assigned to the schools which had the

GREATEST NUMBER OF PROBLEMS IN THE PREVIOUS YEAR AND IN THE EARLY PORTIONS OF PHASE II, LATER IN THE YEAR NEW TROUBLES ERUPTED IN THE SCHOOL SYSTEM. THEY OCCURRED AT SCHOOLS WHERE CRISIS INTERVENTION TEAM WORKERS WERE EITHER NOT PRESENT OR WERE UNDERREPRESENTED. THERE ARE A VARIETY OF ACTIVITIES OF A PREVENTATIVE NATURE AVAILABLE TO CRISIS INTERVENTION TEAM MEMBERS, BASED ON THEIR MENTAL HEALTH SKILLS AND THEIR ABILITY TO IMPROVISE. THE SUPPORT GROUPS SERVED TO ELICIT AND GUIDE THOSE ACTIVITIES, THEREBY EXPANDING THE SCOPE OF THE CRISIS INTERVENTION TEAM WORKERS' ROLE AND EFFECTIVENESS. THESE RANGED FROM GROUP DISCUSSIONS WITH FACULTY MEMBERS TO PROGRAMS FOR TEENAGED MOTHERS. CRISIS INTERVENTION IS NOT JUST A RESPONSE TO A COMMUNITY PROBLEM; IT IS AN OPPORTUNITY FOR CREATIVE MENTAL HEALTH SERVICE.

LEGAL RIGHTS

THE TITLE OF THIS SECTION SUGGESTS A PROBLEM WHICH THIS MANUAL CAN DESCRIBE, BUT NOT SOLVE. THIS IS THE WHOLE AREA COVERING THE LEGAL RIGHTS AND RESPONSIBILITIES OF PEOPLE WORKING AS MENTAL HEALTH CRISIS INTERVENORS. THE PROBLEM RANGES FROM IGNORANCE OF COURT PROCEDURES, TO POSSIBLE CONSTRAINTS ON CRISIS INTERVENTION TEAM BEHAVIOR AS A RESULT OF THREATS OF LEGAL ACTION. AS IN THE CASE OF JUVENILE RIGHTS, THE LAW VARIES FROM STATE TO STATE, AND ITS INTERPRETATION VARIES FROM PRECINCT TO PRECINCT. FOR THE PURPOSES OF TRAINING, SEVERAL GENERAL POINTS SHOULD BE STRESSED.

> AS WAS ALREADY MENTIONED, THE TRAINING PROGRAM SHOULD INCLUDE INSTRUCTION GEARED TO THE ACTUAL PRACTICES OF INDIVIDUAL COURTS AND THE RIGHTS OF JUVENILES UNDER THE LAW AS IT EVOLVES IN NEW COURT DECISIONS.
>
> THERE ARE SPECIFIC LAWS RELEVANT TO POTENTIAL CRISIS INTERVENTION TEAM BEHAVIOR IN AREAS SUCH AS MEDICAL ASSISTANCE, CROWD CONTROL AND PROVOCATION, ENTRANCE TO PUBLIC FACILITIES, ADVICE TO STUDENTS, LEGAL GUARDIANSHIP, AND PHYSICAL CONTACT WITH STUDENTS AND OTHERS. THIS SHOULD BE EXPLORED VIS-A-VIS EACH SITUATION.
>
> THE ROLE OF CRISIS INTERVENOR, AS DEFINED IN THIS MANUAL DEPENDS HEAVILY ON THE CRISIS INTERVENOR'S ABILITY NOT TO INTERVENE WITHOUT FORE-KNOWLEDGE OF THE LIMITS ON HIS/HER OWN BEHAVIOR. THIS IS OFTEN AN ATTRIBUTE OF MENTAL HEALTH PERSONNEL. AND IT IS USUALLY GOOD STRATEGY TO SEEK HELP, WHEN IN DOUBT IN ANY SITUATION.

THE AREA OF LEGAL RIGHTS MUST BE FURTHER EXPLORED AS CRISIS INTERVENTION, DEVELOPS INTO AN ONGOING COMMUNITY MENTAL HEALTH CENTER FUNCTION. WHILE IT IS WISE TO RAISE THE QUESTION, IT WOULD BE A MISTAKE TO PERMIT SUCH CONSIDERATIONS TO INTERFERE WITH THE DEVELOPMENT OF A CRISIS INTERVENTION PROGRAM.

OTHER INSTITUTIONS

A SUCCESSFUL CRISIS INTERVENTION PROGRAM REQUIRES THE FIRM COMMITMENT OF THE COMMUNITY MENTAL HEALTH CENTER AND THE COOPERATION OF OTHER AGENCIES IN THE CATCHMENT AREA. SOME OF THE DETAILS OF THIS INVOLVEMENT MUST BE MENTIONED TO RECOGNIZE THEIR CONTRIBUTION AND AS GUIDELINES FOR COMPARABLE CRISIS INTERVENTION PROGRAM EFFORTS. THIS TRAINING MANUAL IS, LITERALLY ANNOTATED WITH REFERENCES TO THE CLOSE INTERACTION BETWEEN THE CRISIS INTERVENTION PROGRAM, OTHER AGENCIES, AND THE SOLOMON CARTER FULLER MENTAL HEALTH CENTER AND BOSTON UNIVERSITY. COMMUNITY GROUPS PROVIDED EVERYTHING FROM GUEST LECTURERS AND FIELD PLACEMENTS TO RELEASE TIME FOR THEIR EMPLOYEES TO JOIN THE TRAINING PROGRAM. ONE OF THE MOST CRUCIAL AND INSTRUCTIVE CONTRIBUTIONS CAME IN THE AREA OF MEDICAL SUPPORT. BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY AND SOLOMON CARTER FULLER MENTAL HEALTH CENTER PROVIDED FOR THE RELEASE TIME OF THIRTY-FIVE WORKERS FROM SUCH UNITS AS CHILDREN'S AMBULATORY SERVICE, CONSULTATION AND EDUCATION PROGRAM, CENTER FOR EXCEPTIONAL CITIZENS, AS WELL AS INDIVIDUALS FROM OTHER PROGRAMS, DEPARTMENTS AND SERVICES, ON, AT LEAST, A TWO DAY PER WEEK BASIS. THE MEDICAL SCHOOL COMPLEX AT BOSTON UNIVERSITY WAS UNABLE TO PROVIDE SUCH RELEASE TIME. BUT UNIVERSITY HOSPITAL WAS ABLE TO OFFER:

- -HOSPITAL EMERGENCY SERVICES;
- -FIRST AID KITS AND INSTRUCTIONS;
- -AND, ALONG WITH THE MASSACHUSETTS GENERAL HOSPITAL, TEN BEEPERS FOR FIELD COMMUNICATIONS.

ACCESS TO THE RESOURCES AND COOPERATION OF OTHER INSTITUTIONS AND AGENCIES IS INTRINSIC TO THE GOALS OF A CRISIS INTERVENTION PROGRAMS: THE ALLOCATION AND TRAINING OF SKILLED MENTAL HEALTH PERSONNEL TO INTERVENE AS A TEAM IN COMMUNITY-WIDE CRISES.

CONCLUSION

"IN ORDER OF FREQUENCY OF MENTION, WORKERS RECEIVING THE FIELD TRAINING MOST OFTEN CITED THE FOLLOWING ISSUES AND SKILLS AS IMPORTANT CONTENT AREAS IN THEIR TRAINING: INTERVIEWING AND OBSERVATION TECHNIQUES, ORIENTATION TO THE NATURE OF CRISIS INTERVENTION DERIVED FROM HEARING THE EXPERIENCES OF THE WORKERS IN LAST YEAR'S PROGRAM, TECHNIQUES FOR INTERVENING APPROPRIATELY IN CRISIS SITUATIONS, HOW TO GIVE SUPPORT TO STUDENTS, DEVELOPING CLOSE RELATIONSHIPS WITH TEAM MEMBERS IN ADVANCE OF GOING INTO THE FIELD, LEARNING TO WORK AS A TEAM WITH THE COMMUNITY LEADERS, LEARNING HOW TO DOCUMENT OBSERVATIONS, AND FIRST AID TECHNIQUES."

(PRELIMINARY EVALUATION OF BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY-SOLOMON CARTER FULLER MENTAL HEALTH CENTER CRISIS INTERVENTION PROGRAM)

INITIATING AND IMPLEMENTING THE TRAINING PROGRAM AND CRISIS INTERVENTION PROGRAM DESCRIBED IN THIS MANUAL HAS BEEN NO EASY TASK. IT REQUIRED LONG HOURS OF LOBBYING AND NEGOTIATING WITH A SPECTRUM OF INSTITUTIONS, INDIVIDUALS, AND AGENCIES. IT REQUIRED EFFECTIVE DECISIONS AND ACTIONS UNDER SEVERE TIME AND EMOTIONAL PRESSURES. AND THE CRISIS INTERVENTION PROGRAM IS FAR FROM INSTITUTIONALIZED. GENERAL ACCEPTANCE OF THE COMMUNITY CRISIS INTERVENTION CONCEPT IS STILL IN THE FUTURE, EVEN WHEN THAT CONCEPT IS LIMITED TO ACUTE, PUBLIC CRISES. BUT THE CRISIS INTERVENTION PROGRAM WAS DEVELOPED BECAUSE THE EVENTS OF ONE YEAR OF A SCHOOL DESEGREGATION CRISIS VIVIDLY OUTLINED A GAP IN SERVICES, A VACUUM DESIGNED FOR MENTAL HEALTH INTERVENTION. THIS TRAINING MANUAL WAS DEVELOPED BECAUSE THAT CRISIS INTERVENTION PROGRAM - AND THE TRAINING WHICH SUPPORTED IT - SUCCEEDED. A GREAT MANY TASKS LIE AHEAD OF THE CRISIS INTERVENTION PROGRAM:

-ESTABLISHING THE CRISIS INTERVENTION PROGRAM AS AN ONGOING MENTAL HEALTH SERVICE;
-MODIFYING THE TRAINING PROGRAM IN THE LIGHT OF FURTHER EXPERIENCE;
-CLARIFYING THE ROLE OF CRISIS INTERVENORS IN TERMS OF LEGAL RIGHTS, JOB DESCRIPTIONS, COMMUNITY AGENCIES, AND THE MENTAL HEALTH CENTER ITSELF;
-EXPANDED USES OF THE CRISIS INTERVENTION TEAM, ESPECIALLY IN TIMES OF "LOW ACTIVITY";
-ELABORATION OF THE TRAINING AND TRAINER'S CONCEPT.

AS NOTED IN THE INTRODUCTION TO THIS MANUAL, COMMUNITY CRISIS INTERVENTION IS OFTEN VIEWED, UNFAIRLY, AS AN UNCONVENTIONAL MENTAL HEALTH ACTIVITY. BY THE SAME TOKEN, THIS MANUAL IS AN UNCONVENTIONAL TRAINING MANUAL. ITS GOAL WAS TO SERVE AS A USEFUL GUIDE AND ENCOURAGEMENT TO OTHERS IN COMMUNITY MENTAL HEALTH CENTERS WHO ALSO RECOGNIZE THAT COMMUNITY CRISES ARE MENTAL HEALTH PROBLEMS WHICH SHOULD AND CAN BE DEALT WITH BY MENTAL HEALTH CENTERS. WE HAVE REFRAINED FROM EXTRACTING FROM THE TEXT OF THE CRISIS INTERVENTION TRAINING EXPERIENCE A LIST OF REPLICABLE RULES FOR A TRAINING PROGRAM. WE BELIEVE THAT THE ORGANIZATION AND METHODOLOGY OF THE TRAINING PROGRAM IS AN EFFECTIVE ONE. OBVIOUSLY, MANY OF THE SKILLS MENTIONED BY THE TRAINEES IN THE QUOTE ABOVE ARE GENERIC TO THE FIELD OF CRISIS INTERVENTION. BUT DIFFERENT COMMUNITIES AND DIFFERENT CRISES REQUIRE DIFFERENT APPROACHES. THE BOSTON UNIVERSITY, DIVISION OF PSYCHIATRY-SOLOMON CARTER FULLER MENTAL HEALTH CENTER-CRISIS INTERVENTION TRAINING PROGRAM CAN BE REPLICATED AS SUCH. BUT WE WOULD PREFER THAT OTHERS USE IT AS A MODEL: A MANUAL WHICH CAN BE ANALYZED, PROBED, AND CRITICIZED IN THE PROCESS OF MAKING THEIR OWN CRISIS INTERVENTION PROGRAM.

APPENDIX

MANUAL DE CRISIS

CRISIS MANUAL

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INTRODUCCION

La creación del Equipo de Crisis fué una respuesta a las observaciones y a las experiencias de parte de estudiantes, padres y otros ciudadanos y miembros de este "staff" durante la Face I de la Orden de Desegregación el año pasado.

El programa de entrenamiento ha sido creado para preparar a los miembros del Equipo de Crisis, a ayudar a los estudiantes y padres que estarán envueltos con situaciones de tensión.

Uno de nuestros compañeros de trabajo ha descrito el propósito del Equipo de Crisis de la siguiente manera:

> El propósito de nuestros equipos de crisis será reducir y controlar situaciones que de otra manera producirán efectos negativos en la meta de un proceso de desegregación efectivo y en términos de tranquilidad. A fin de lograr esto debemos poner nuestros esfuerzos de la siguientes tareas:
>
> 1) Educación - es la meta darle a los jovenes un sentido de perspectiva real de su posición en el progreso de tal importante hecho social;
> 2) Referir - a los niños y a sus familias a las fuentes de información apropiadas en su comunidad;
> 3) Enlace - con administradores de escuelas, estudiantes, padres, policia y otras agencias.

No es nuestra intención estar preocupados con el punto de vista político o filosófico de quienes están a favor o en contra del transporte de los estudiantes. Nosotros estamos para ayudar y como tal no podemos ser parciales en relación a donde ayudamos y como lo hacemos. Este manual

INTRODUCTION

THE CREATION OF THE CRISIS TEAM PROGRAM WAS A RESPONSE TO THE OBSERVATIONS AND THE EXPERIENCES OF STUDENTS, PARENTS, OTHER CITIZENS AND MEMBERS OF THIS STAFF DURING PHASE I OF THE DESEGREGATION ORDER LAST YEAR. THE TRAINING PROGRAM HAS BEEN GEARED TO PREPARE CRISIS TEAM MEMBERS TO BE OF ASSISTANCE TO STUDENTS AND PARENTS WHO WILL BE FACING TENSE AND POTENTIALLY EXPLOSIVE SITUATIONS.

ONE OF OUR CO-WORKERS HAS DESCRIBED THE PURPOSE OF THE CRISIS TEAMS AS FOLLOWS:

> THE PURPOSE OF OUR CRISIS TEAMS WILL BE TO REDUCE AND CONTROL SITUATIONS WHICH, IF ALLOWED TO BUILD, WOULD HAVE A NEGATIVE EFFECT ON THE GOAL OF PEACE-FUL AND ORDERLY IMPLEMENTATION OF THE DESEGREGATION ORDER. TO ACHIEVE THESE ENDS WE WILL FOCUS ON THE FOLLOWING TASKS:
>
> 1) EDUCATION - WITH AN EYE TOWARDS GIVING YOUTH A SENSE OF PERSPECTIVE OF THEIR PLACE IN THE PROGRESS OF AN IMPORTANT SOCIAL MOVEMENT;
> 2) REFERRAL - OF CHILDREN AND THEIR FAMILIES TO APPROPRIATE RESOURCES IN THEIR COMMUNITY;
> 3) LIAISON - WITH SCHOOL ADMINISTRATORS, STUDENTS, PARENTS, POLICE AND OTHER SERVICE AGENCIES.

IT IS NOT OUR INTENTION TO BE CONCERNED WITH THE POLITICAL OR PHILOSOPHICAL VIEWS OF THOSE WHO ARE FOR OR AGAINST BUSSING.

es un modesto intento para describir en forma fácil algunos de los puntos complejos que fueron discutidos y acordados durante las sesiones de entrenamiento.

Ruth M. Batson

C O M I T E   D E L   M A N U A L   D E   C R I S I S

Frieda García -- Coordinadora

Ruth M. Batson	Rubie Jones
Sandra Barros	Malik Miah
Marjorie Cole	Phyllis Oram
Audrey Eisenman	Lyda Peters

WE ARE CAREGIVERS AND AS SUCH WE CANNOT BE SELECTIVE ABOUT WHERE OR HOW WE SERVE. THIS MANUAL IS A MODEST ATTEMPT TO DESCRIBE IN AN UNCOMPLICATED WAY SOME OF THE VERY COMPLICATED ISSUES WHICH WERE DISCUSSED AND AGREED UPON DURING THE TRAINING SESSIONS.

RUTH M. BATSON

CRISIS MANUAL COMMITTEE

FREDIA GARCIA -- COORDINATOR

RUTH M. BATSON	HUBIE JONES
SANDRA BARROS	MALIK MIAH
MARJORIE COLE	PHYLLIS ORAM
AUDREY EISENMAN	LYDA PETERS

MIEMBROS DEL EQUIPO DE CRISIS

DISTRITO I
ENGLISH HIGH

Reggie Cagle
Valerie Lovelace
Arnell Prout
Diane Walker
Lorraine Wheaton

DISTRITO III
WASHINGTON IRVING MIDDLE

Bessie Davis
Victoria De Smith
Donovan Hommen

DISTRITO IV
HYDE PARK HIGH

Larry Blackiemore
Hattie Dudley
Gail Lynn
Roberta Saunders

DISTRITO VI
SOUTH BOSTON HIGH

Margaret Pritchard
Lawrence Robinson

DISTRITO VII
CHARLESTOWN HIGH

Sr. Charlotte Ann
Eric Erlandson
Stephen Moss
Hector Ruiz
Nathan Spivey

MAGNET SCHOOL
MADISON HIGH

Socorro Chin
Marjorie Cole
Shirley Cook
Rosalie Marshall
Frank Sepulveda

STREET TEAMS - DUDLEY STREET, ORCHARD PARK AND TIMILTY MIDDLE

August Barros, Jr.
Maceo Dixon
Gwen Jefferson
Jean Tates

Maria Thompson
Mary Van
Mac Warren
Pearl Wise

CRISIS TEAM MEMBERS

DISTRICT I
ENGLISH HIGH

REGGIE CAGLE
VALERIE LOVELACE
ARNELL PROUT
DIANE WALKER
LORRAINE WHEATON

DISTRICT III
WASHINGTON IRVING MIDDLE

BESSIE DAVIS
VICTORIA DE SMITH
DONOVAN HOMMEN

DISTRICT IV
HYDE PARK HIGH

LARRY BLACKIEMORE
HATTIE DUDLEY
GAIL LYNN
ROBERTA SAUNDERS

DISTRICT VI
SOUTH BOSTON HIGH

MARGARET PRITCHARD
LAWRENCE ROBINSON

DISTRICT VII
CHARLESTOWN HIGH

SR. CHARLOTTE ANN
ERIC ERLANDSON
STEPHEN MOSS
HECTOR RUIZ
NATHAN SPIVEY

MAGNET SCHOOL
MADISON HIGH

SOCCORO CHIN
MARJORIE COLE
SHIRLEY COOK
ROSALIE MARSHALL
FRANK SEPULVEDA

STREET TEAMS - DUDLEY STREET, ORCHARD PARK AND TIMILTY MIDDLE

AUGUST BARROS, JR.
MACEO DIXON
GWEN JEFFERSON
JEAN TATES
MARIA THOMPSON
MARY VAN
MAC WARREN
PEARL WISE

E Q U I P O D E C R I S I S
E N L A S E S T A C I O N E S D E P O L I C I A

ESTACION 3..MATTAPAN

Marie Adams
Peggy Pegram
Gloria Whittaker

ESTACION 4..SOUTH END

Rysia Lombroso
Phyllis Oram

ESTACION 6..SOUTH BOSTON

Melody Cook
Audrey Eisenman
Carol Grumman
Linda Lewis

ESTACION 15...CHARLESTOWN

Rev. Lawrence Buckley
Ann Eldridge

P E R S O N A L D E L E Q U I P O D E C R I S I S

Mrs. Ruth M. Batson, Directora
Ms. Sandra Barros, Asistente de la Directora
Ms. Lyda Peters, Coordinadora del Equipo de Crisis

Número de Teléfonos: 262-4150/4161

POLICE STATION CRISIS TEAMS

STATION 3 .... MATTAPAN

MARIE ADAMS
PEGGY PEGRAM
GLORIA WHITTAKER

STATION 4 .... SOUTH END

RYSIA LOMBROSO
PHYLLIS ORAM

STATION 6 .... SOUTH BOSTON

MELODY COOK
AUDREY EISENMAN
CAROL GRUMMOND
LINDA LEWIS

STATION 15 .... CHARLESTOWN

REV. LAWRENCE BUCKLEY
ANN ELDRIDGE

CRISIS TEAM STAFF

MRS. RUTH M. BATSON, DIRECTOR
MS. SANDRA BARROS, ASSISTANT TO THE DIRECTOR
MS. LYDA PETERS, CRISIS TEAM COORDINATOR

TELEPHONE NUMBERS: 262-4160/4161

INSTRUCCIONES DE CRISIS

CRISIS INSTRUCTIONS

Cada persona que participa en la desegregación de las escuelas tiene la responsabilidad de observar y reportar diariamente los hechos que ocurran e influencien el proceso de desegregación.

Observar, informar y documentar, de la manera más precisa posible describiendo:

1. ¿Que pasó (cuál fué la acción tomada?)
2. ¿Donde ocurrió? (en que calle, a que altura en la numeración de la calle, que autobus, que compañia de autobuses estaba envuelta, que número de autobus, etc.?)
3. ¿A qué hora sucedió?
4. ¿Quiénes estuvieron envueltos (cuántas personas, nombres que Ud. sepa, uniformes que pudo identificar, número de serie que Ud. pudo identificar, etc.?)

RECUERDE: SEA TAN ESPECIFICO COMO SEA POSIBLE. Escriba nombres y números tan pronto como tenga la oportunidad. Enseguida vaya a un teléfono e informe al número central de Freedom House, 440-9610.

¡NO SE OLVIDE DE DAR LAS BUENAS NOTICIAS TAMBIEN! Los padres agradecerán si escuchan que el día escolar se lleva a cabo tranquilamente y los autobuses llegaron sin incidentes, etc.

EVERY PERSON PARTICIPATING IN THE DESEGREGATION OF SCHOOLS HAS A RESPONSIBILITY TO WITNESS AND REPORT THE DAY TO DAY EVENTS THAT OCCUR AND INFLUENCE THE DESEGREGATION PROCESS.

IN WITNESSING, REPORTING, AND DOCUMENTING, BE AS ACCURATE AS POSSIBLE IN DESCRIBING:

1. WHAT HAPPENED (WHAT WAS THE ACTION?)
2. WHERE DID IT HAPPEN (ON WHAT STREET, NEAR WHAT HOUSE NUMBER, WHAT BUS, WHAT BUS COMPANY, AND BUS NUMBER, ETC.?)
3. WHAT TIME DID IT HAPPEN?
4. WHO WAS INVOLVED (HOW MANY PEOPLE, NAMES YOU KNOW, UNIFORMS YOU CAN IDENTIFY, BADGE NUMBERS YOU CAN IDENTIFY, ETC.?)

REMEMBER: BE AS SPECIFIC AS POSSIBLE. JOT DOWN NAMES AND NUMBERS AS SOON AS YOU GET A CHANCE. THEN, GET TO A PHONE AND REPORT TO THE CENTRAL NUMBER 440-9610 AT FREEDOM HOUSE.

DON'T FORGET TO REPORT GOOD NEWS, TOO. PARENTS WILL BE HELPED IF THEY HEAR THAT THE SCHOOL DAY IS PROCEEDING SMOOTHLY, AND THE BUSSES ARRIVED WITHOUT INCIDENT, ETC.

T R A B A J A N D O   C O N   E S T U D I A N T E S

Los miembros del Equipo de Crisis deben tener presente que los estudiantes son los verdaderos héroes de la desegregación. Ellos son los que tienen que ir en los autobuses y a la escuela diariamente para así conseguir una educación.

Los adultos que participan en los asuntos relacionados con las escuelas, deben tratar a los estudiantes con respecto.

NO LES HABLE en forma ridiculizante a los estudiantes, si fuese necesario pedirle a un estudiante que haga algo o deje de hacer algo, ello debe ser hecho de tal forma que no lo rediculice frente a sus compañeros. Trate de ignorar aquellas cosas que aunque Ud. no aprueba pero este conciente que son secundarias al proceso de desegregación. Si se diese el caso que Ud. tenga que pedir a un estudiante, que haga algo que pareciere controversial de alguna manera, trate de hacerlo en privado. Por ejemplo, si por alguna razón Ud. creyese que un estudiante estuviese cargando un arma, y Ud. quiere que él o élla lo entregue, trate de hablar con la persona privadamente.

Siempre trate de identificarse a los estudiantes. Explíquele quién es Ud., cuál es su función. Los Equipos de Crisis tendrán una hoja informativa para los estudiantes; reparta éstas copias entre los estudiantes si hay interés. Y recuerde que la mayoría de los estudiantes estarán en contacto con muchos adultos durante el curso del día. Por esa razón será difícil para éllos recordar su nombre. Si Ud. quisiera que algún estudiante recordase su nombre, o Ud. quisiese hablar con él o élla en otra ocasión en el futuro escribale su nombre en un papel.

WORKING WITH STUDENTS

CRISIS TEAM MEMBERS SHOULD REMEMBER THAT THE STUDENTS ARE THE REAL HEROES OF THE DESEGREGATION PROCESS. THEY WILL RIDE THE BUSSES AND BE IN THE SCHOOLS EVERYDAY OF THE WEEK, WHILE THEY ATTEMPT TO GET AN EDUCATION.

ADULTS WHO ARE COMING INTO THE SCHOOL SITUATION SHOULD TREAT THEM WITH RESPECT.

DONT'T TALK DOWN TO THEM. IF YOU WANT STUDENTS TO DO SOMETHING OR TO STOP DOING SOMETHING, TRY TO DO SO IN A WAY THAT DOESN'T PUT THEM DOWN IN THE EYES OF THEIR PEERS. TRY TO IGNORE THINGS THAT YOU MAY NOT APPROVE OF BUT WHICH ARE SECONDARY TO THE PROCESS OF SCHOOL DESEGREGATION. IF YOU HAVE TO MAKE A REQUEST OF STUDENTS WHICH YOU BELIEVE MAY BE VIEWED IN A NEGATIVE WAY, TRY TO DO SO PRIVATELY. FOR EXAMPLE, IF YOU HAVE REASON TO BELIEVE THAT A STUDENT IS CARRYING A WEAPON AND YOU WANT HIM/HER TO GIVE IT UP, TRY TO TAKE HIM/HER ASIDE PRIVATELY TO TALK ABOUT IT.

ALWAYS BE SURE TO IDENTIFY YOURSELF TO STUDENTS. EXPLAIN WHO YOU ARE AND WHAT YOU ARE DOING THERE. THE CRISIS TEAMS WILL HAVE A FLYER PREPARED FOR STUDENTS; GIVE OUT COPIES IF STUDENTS SEEM AT ALL INTERESTED. AND REMEMBER THAT MOST STUDENTS WILL COME IN CONTACT WITH MANY ADULTS DURING THE COURSE OF THE DAY. THERE IS NO REASON WHY THEY SHOULD REMEMBER YOUR NAME. IF YOU WANT A STUDENT TO REMEMBER YOUR NAME OR YOU WANT TO TALK TO HIM AGAIN, WRITE YOUR NAME ON THE FLYER FOR HIM/HER.

TRABAJANDO CON PADRES

Los padres también tienen que llevar la carga diaria del proceso de desegregación. Para éllos no solo es necesario saber lo que ocurre diariamente sino también en muchas ocasiones se hace necesario tener en muchas ocasiones se hace necesario tener su consentimiento. Preséntese a los padres, e infórmele lo que estamos tratando de hacer. Cuando sea posible dele a los padres copia de la hoja informativa del Equipo de Crisis. Tanto los estudiantes como los padres estarán en contacto con muchas personas y por ello no se les puede pedir que recuerden nombres individuales. Escriba su nombre en un papel, y si el padre necesita mayor información úrjale que llame o venga al Centro de Crisis.

ESTUDIANTES Y PADRES BILINGÜES

Frecuentemente cuando la gente se preocupa, tiene miedo o coraje pueden perder el comando de su segundo idioma. Esto quiere decir que los estudiantes bilíngües y sus padres pueden que presenten problemas especiales durante el período de crisis de la apertura de las escuelas. La mayor parte de los grupos bilíngües (hispánicos, Haitianos, Chinos, etc.) se han organizado para proveer ayuda durante este período de crisis. Habrá personal bilíngüe listos para ayudar. En el caso de que Ud. esté presente en una situación en la cual Ud. crea que personal bilingüe es necesario, asegúrese de reportarlo. El MANUAL DE CRISIS tiene una lista de personas y/o lugares a los cuales se puede llamar para obtener ayuda. Si es posible lleve a la persona bilingüe a un teléfono, de manera que él o élla pueda hablar inmediatamente y pueda contar lo que le suceda. Y asegúrese de proveerle a esta persona con la hoja informativa del Equipo

WORKING WITH PARENTS

PARENTS TOO, HAVE TO BEAR THE BRUNT OF THE DESEGREGATION PROCEDURE ON A DAY TO DAY BASIS. THEY NOT ONLY NEED TO KNOW WHAT IS GOING ON EACH DAY, BUT IN MANY SITUATIONS THEY MUST GIVE THEIR CONSENT. BE SURE TO IDENTIFY YOURSELF TO PARENTS AND LET THEM KNOW WHAT WE ARE TRYING TO DO. WHENEVER POSSIBLE, GIVE PARENTS A COPY OF THE CRISIS TEAM FLYER. LIKE THE STUDENTS, THE PARENTS WILL BE DEALING WITH MANY PEOPLE AND CANNOT BE EXPECTED TO REMEMBER INDIVIDUAL NAMES. WRITE YOUR NAME ON THE FLYER IF YOU CAN, AND IF PARENTS WANT MORE INFORMATION URGE THEM TO CALL OR COME TO THE CRISIS CENTER.

BILINGUAL
PARENTS AND STUDENTS

OFTEN WHEN PEOPLE ARE UPSET, FRIGHTENED OR ANGRY, THEY LOSE COMMAND OF A SECOND LANGUAGE. THIS MEANS THAT BILINGUAL STUDENTS AND PARENTS MAY FACE SPECIAL PROBLEMS DURING CRISIS PERIODS DURING THE OPENING OF SCHOOL. MOST OF THE BILINGUAL GROUPS (HISPANIC, HAITIAN, CHINESE, ETC.) HAVE ORGANIZED TO PROVIDE HELP DURING THE CRISIS. BILINGUAL PERSONS WILL BE AVAILABLE TO HELP. BUT IN THE EVENT THAT YOU ARE PRESENT IN A SITUATION WHERE YOU FEEL A BILINGUAL PERSON IS NEEDED, BE SURE TO REPORT THAT FACT. THE CRISIS MANUAL HAS A LIST OF PERSONS AND/OR PLACES TO CALL WHERE HELP MAY BE AVAILABLE. <u>IF POSSIBLE, GET THE BILINGUAL PERSON TO A TELEPHONE, SO HE/SHE CAN SPEAK IMMEDIATELY TO</u>

de Crisis y su nombre. Es bién sabido que es mas difícil entender nombres en otro idioma.

PAPEL DEL MIEMBRO DEL EQUIPO DE CRISIS

Los miembros del Equipo de Crisis están en la posición de ayudar a implementar pacificamente la desegregación en las escuelas públicas. El o élla harán todo lo necesario para que ello ocurra. Especialmente evitando cualquiera acción o situación crítica que vaya a interferir con la orden de la implementación.

Los miembros del Equipo de Crisis deben mantenerse activos en el proceso aún cuando no este ocurriendo crisis alguna. Una merma en el proceso da buenas oportunidades para ponerse en contacto con otras personas envueltas, tales como: hablar con estudiantes, padres, etc.

Trate de envolverse con otras personas y preséntese, use este tiempo para conocer nombres, personas, casos y darse a conocer. No hablar provoca sospecha y ansiedad. Es por esto que se le recomienda que tome iniciativas, puede decir cosas como: "Mi nombre es_______________, ¿Cuál es el suyo?". La mayor parte de la gente responderán más rapidamente con su nombre una vez que conozcan el suyo. La mayor parte de las personas estarán en la escena ligitimamente pero si Ud. sospecha algo reportelo al personal ocifical apropiado lo antes posible.

Los miembros del Equipo de Crisis pueden hacer mucho más que prevenir crisis. Ellos pueden reclutar estudiantes, padres y miembros de la comunidad para que se nos unan en el proceso de implementación pacífica en la Orden de

SOMEONE WHO CAN TELL HIM WHAT IS GOING ON. AND BE SURE TO PROVIDE HIM WITH A FLYER ABOUT THE CRISIS TEAM AND WITH YOUR NAME. NAMES IN A FOREIGN LANGUAGE ARE ESPECIALLY DIFFICULT FOR ALL OF US TO DEAL WITH.

ROLE OF
THE CRISIS TEAM MEMBER

THE CRISIS TEAM MEMBER IS ON THE SCENE TO HELP ACHIEVE PEACEFUL IMPLEMENTATION OF THE DESEGREGATION OF THE PUBLIC SCHOOLS. HE/SHE WILL DO EVERYTHING THEY CAN TO BRING THAT ABOUT, ESPECIALLY ABORTING ANY ACTION OR CRISIS SITUATION THAT MAY HINDER IMPLEMENTATION OF THE ORDER.

THE CRISIS TEAM MEMBER SHOULD KEEP ACTIVE IN THE PROCESS EVEN (IN FACT, ESPECIALLY) WHEN NO CRISIS IS GOING ON. A LULL OFFERS A GOOD OPPORTUNITY TO BECOME ACQUAINTED WITH THE OTHER PEOPLE ON THE SCENE, TALK TO STUDENTS, PARENTS, ETC. MOVE AROUND AND INTRODUCE YOURSELF TO OTHER PEOPLE; USE THE TIME TO GET TO KNOW NAMES AND FACES AND TO LET THEM KNOW YOU. NOT TALKING ADDS TO THE EDGINESS OF THE SITUATION. BE AGGRESSIVE ABOUT IT. SAY SOMETHING LIKE: ''MY NAME IS ______, WHAT'S YOURS?'' MOST PEOPLE WILL GIVE THEIR NAME MORE READILY WHEN THEY KNOW YOURS, MOST OF THE PEOPLE ON THE SCENE WILL BE LIGITIMATELY THERE, BUT IF YOU ARE SUSPICIOUS, REPORT WHAT YOU SEE AS SOON AS POSSIBLE TO THE PROPER OFFICIALS.

THE CRISIS TEAM MEMBERS CAN DO MORE THAN PREVENT CRISIS, THEY CAN RECRUIT STUDENTS, PARENTS, AND MEMBERS OF THE COMMUNITY TO JOIN US

Desegregación de las escuelas. Invierta su tiempo hablando de lo que nosotros hacemos y el porqué. Ayude a otro a comprender tal proceso. Aveces cuando las cosas se ponen tensas se hace difícil recordar.

V I A J A N D O   E N   L O S   A U T O B U S E S

Cuando tomes el autobus, debes notar el número y la compañia del autobus, usualmente este se encuentra cerca de la puerta de entrada. Si tuvieras tiempo sería conveniente tomar el nombre del conductor. Se deben mantener las ventanas cerradas al primer signo de peligro, y todos los estudiantes deben estar en el piso y debajo de los asientos. Cuando los estudiantes están esperando el autobus, o si la situación es tensa,pero no realmente peligrosa, tu puedes ayudar a los estudiantes a tranquilisarse. Algún juego (como jugar cartas, etc.), cantar canciones también podría ayudar. Si los estudiantes quieren fumar no es el tiempo para discutir sobre esto ahora. Si un estudiante está comportandose de una forma que tu sientes que puede ser peligrosa para su seguridad, hablale a él o élla directamente, y si es posible sin hacerlos sentir mal en frente de sus amigos. Por ejemplo, si tu ves que un grupo de estudiantes, o un estudiante está usando drogas en la guagua, en la escuela, o en cualquier área de la escuela, tu deberías informarle a éllos, que éllos son expuestos a que un policia los arreste facilmente seguido entonces por el proceso de la corte. Puedes también informarle privadamente al que está usando la droga, que él o éllos podrían incluso comprometer a sus superiores por causar conflictos innecesarios con la policia.

Si los autobuses llegan a su destinación seguros y sin ningún incidente,

IN THE PROCESS OF PEACEFUL IMPLEMENTATION OF THE SCHOOL DESEGREGATION ORDER. SPEND YOUR TIME TALKING ABOUT WHAT WE'RE ALL DOING, AND WHY. HELP OTHERS UNDERSTAND THE PROCESS. SOMETIMES WHEN THINGS GET TENSE, ITS HARD TO REMEMBER.

RIDING THE BUSSES

AS YOU GET ON THE BUS, NOTE THE NAME OF THE BUS COMPANY AND THE NUMBER OF THE BUS - USUALLY FOUND NEAR THE ENTRANCE DOOR. IF YOU HAVE TIME, FIND OUT THE NAME OF THE DRIVER. KEEP WINDOWS CLOSED AND AT THE FIRST SIGN OF TROUBLE GET STUDENTS TO THE FLOOR, UNDER THE SEATS. WHEN STUDENTS ARE WAITING ON THE BUS, OR IF THE SITUATION IS TENSE BUT NOT ACTUALLY DANGEROUS, DO WHAT YOU CAN TO HELP STUDENTS RELAX. CARDS, SINGING, MUSIC, ALL MAY HELP. IF STUDENTS WANT TO SMOKE, THIS ISN'T THE TIME TO ARGUE WITH THEM ABOUT IT. IF A STUDENT IS BEHAVING IN A WAY YOU FEEL MAY ENDANGER HIS/HER SAFETY, TALK TO HIM/HER DIRECTLY, AND IF POSSIBLE WITHOUT PUTTING THEM DOWN IN FRONT OF THEIR FRIENDS. FOR EXAMPLE, IF YOU SEE THAT A GROUP OF STUDENTS, OR A STUDENT IS USING DRUGS ON THE BUS, IN THE SCHOOL, OR WITHIN THE GENERAL AREA OF THE SCHOOLS, YOU SHOULD INFORM THEM THAT THEY ARE SETTING THEMSELVES UP AS EASY MARKS FOR ARREST BY POLICE FOLLOWED BY COURT ACTION. YOU MAY ALSO INFORM THE DRUG USER(S), AS PRIVATELY AS POSSIBLE, THAT THEY MIGHT EVEN BE JEOPARDIZING THE SAFETY OF THEIR PEERS BY CAUSING UNNECESSARY CONFLICTS WITH THE POLICE.

IF BUSSES ARRIVE AT THEIR DESTINATION SAFELY AND WITHOUT INCIDENT, BE

deben notificarse.

Si hay un problema, notificalo tan pronto como sea posible. Aquí están indicados dos ejemplos:

EJEMPLO ERRONEO: "Nosotros venimos de regreso de South Boston y fuimos apedreados".

EJEMPLO BUENO: "Nosotros venimos de regreso de South Boston en el autobus número_________ cuando nosotros estuvimos en la calle__________________ en frente del supermercado y en el lado izquierdo fuimos apedreados por cuatro hombres. Nadie en el autobus fue herido.

La identificación del autobus, localización de el incidente y la seguridad del reporte son diferencias muy importante.

TRATE DE SABER LA RUTA POR DONDE USTED PASA EN EL AUTOBUS, ya que de esta manera tú puedes anticipar y notar los lugares o puntos donde pueden surgir problemas. Se debe conocer la ruta de la guagua, también como el conductor del autobus.

Los miembros del Equipo de Crisis que viajan en el autobus estarán velando por la seguridad de los estudiantes mientras entran a las escuelas. Ellos estarán brindando apoyo emocional a los estudiantes, interviniendo durante períodos de tensión y crisis; educando estudiantes para que tomen medidas de prevención y que los miembros del Equipo de Crisis es en sí todo esto.

El Equipo de Crisis que viaja en los autobuses llevará la documentación de cualquier incidente que pueda ocurrir durante el día en la escuela e informa toda información relevante a la oficina central. Ellos reclutarán padres y estudiantes para trabajar con éllos en implementar la paz en la desegregación.

SURE TO REPORT IT.

IF THERE IS A PROBLEM, REPORT THAT AS ACCURATELY AS POSSIBLE.

INDICATED BELOW ARE TWO EXAMPLES:

POOR EXAMPLE: "WE WERE COMING BACK FROM SOUTH BOSTON AND WE WERE STONED."

GOOD EXAMPLE: "WE WERE COMING BACK FROM SOUTH BOSTON ON BUS NUMBER __ WHEN WE WERE ON ___ STREET IN FRONT OF THE SUPERMARKET ON LEFT HAND SIDE OF THE STREET. WE WERE STONED BY FOUR MEN. NO ONE ON THE BUS WAS HURT."

THE IDENTIFICATION OF THE BUS, LOCATION OF THE INCIDENT, AND SAFETY REPORT ARE THE IMPORTANT DIFFERENCES HERE.

TRY TO KNOW WHERE YOU ARE AT ALL TIMES ON THE BUS, SO YOU CAN ANTICIPATE TROUBLE SPOTS. KNOW THE BUS ROUTE, AS WELL AS THE DRIVER OF THE BUS.

THE CRISIS TEAM BUS RIDERS WILL BE ENSURING THE SAFETY OF THE STUDENTS WHILE ON THE BUS AND WHILE ENTERING THE SCHOOLS. THEY WILL BE PROVIDING EMOTIONAL SUPPORT TO THE STUDENTS; INTERVENTION DURING PERIODS OF STRESS AND CRISIS; EDUCATING STUDENTS IN SELF-PROTECTIVE MEASURES, AND WHAT THE CRISIS TEAMS AND DESEGREGATION IS ALL ABOUT.

CRISIS TEAM BUS RIDERS WILL DOCUMENT ANY INCIDENT THAT MAY OCCUR DURING ANY SCHOOL DAY AND REPORT ALL RELEVANT INFORMATION TO THE CENTRAL OFFICE. THEY WILL RECRUIT PARENTS AND STUDENTS TO WORK WITH THEM TOWARDS A PEACEFUL IMPLEMENTATION OF THE DESEGREGATION ORDER.

T R A B A J A N D O   C O N   L A S   E S C U E L A S

Cuando llegue usted a la escuela, únase a los estudiantes y hable con éllos hasta que comiensen las clases, luego presentese a la oficina de la escuela. Si aún no conoce el principal, presentese usted mismo. Durante el transcurso del día trate de conocer el personal de la escuela y el edificio mismo. Durante el transcurso del día trate de conocer el personal de la escuela y el edificio mismo. Busque personas con las cuales pueda usted trabajar en caso de crisis. Establezca contactos con tantas personas como usted pueda dentro del edificio. Averigue cosas como: En caso de algún problema, ¿cúal es el plan de seguridad de la escuela? ¿cúal es la rutina del día? Haga reportes regulares de la escuela sean éstos buenos o malos. A los padres les gusta saber que las cosas marchan bien cuando asi ocurra.

T R A B A J A N D O   C O N   L A   P O L I C I A

Es particularmente importante para los miembros del Equipo de Crisis identificarse con los policias en los alrededores y tratar de conocerles individualmente como el tiempo les permita. Como miembro de la comunidad usted podrá detectar más a menudo situaciones potenciales de crisis antes que los policias, y usted desea que ellos les escuchen y estén dispuestos a aceptar sugerencias y opiniones de como conducir la situación.

Tome algún tiempo para hablar con éllos, identifíquese, explíquele las funciones del Equipo de Crisis. Muestrele el folleto. Si usted está en las escuelas, probablemente verá los mismos individuos una y otra vez.

WORKING WITH THE SCHOOLS

WHEN YOU ARRIVE AT THE SCHOOL, WORK WITH THE STUDENTS UNTIL THEY START CLASSES FOR THE DAY, THEN REPORT TO THE SCHOOL OFFICE. IF YOU DON'T ALREADY KNOW THE PRINCIPAL, BE SURE TO INTRODUCE YOURSELF. DURING THE DAY TRY TO GET TO KNOW THE LAYOUT OF THE BUILDING, AND AS MANY OF THE TEACHERS AND TEACHER-AIDES AS YOU CAN. LOOK FOR PEOPLE WHO YOU MAY BE ABLE TO WORK WITH IN CASE OF CRISIS. TRY TO DEVELOP RAPPORT WITH AS MANY PEOPLE IN THE SCHOOL AS POSSIBLE. FIND OUT SUCH THINGS AS: IN CASE OF TROUBLE, WHAT IS THE SCHOOL'S SAFETY PLAN, WHAT IS THE DAY'S ROUTINE. REPORT FROM THE SCHOOL REGULARLY, GOOD NEWS AS WELL AS BAD. PARENTS WANT TO KNOW THAT THINGS ARE GOING WELL WHEN THEY ARE.

WORKING WITH THE POLICE

IT IS PARTICULARLY IMPORTANT FOR THE CRISIS TEAM MEMBERS TO IDENTIFY THEMSELVES TO THE POLICE ON THE SCENE AND TO GET TO KNOW THEM INDIVIDUALLY AS TIME ALLOWS. AS A MEMBER OF THE COMMUNITY YOU MAY OFTEN BE ABLE TO SPOT POTENTIAL SITUATIONS BEFORE THEY DO, AND YOU WANT THEM TO BE WILLING TO LISTEN TO YOU AND TO TAKE YOUR ADVICE ABOUT DEALING WITH THE SITUATIONS.

TAKE TIME TO TALK WITH THEM, IDENTIFY YOURSELF, EXPLAIN THE CRISIS TEAM FUNCTION, GIVE THEM THE FLYER. IF YOU ARE AT THE SCHOOLS YOU MAY SEE THE SAME INDIVIDUALS OVER AND OVER; IT HELPS IF THEY KNOW YOU AND YOU KNOW THEM.

Ayudará mucho si usted les conoce y si éllos le conocen a usted.

Cuando no pueda usted obtener nombres, quizas pueda usted conseguir números de identificación, o por lo menos conocer los uniformes que identifican las diferentes unidades de la policia.

E N   C A S O   D E   A R R E S T O

El Equipo de Crisis ha incluido en su estructura un componente socio-legal que estará trabajando con estudiantes y padres en las siguientes áreas:

1) Informando los padres de formulaciones de cargos contra el hijo(a)
2) Procedimiento de la Corte
3) Proveyendo apoyo a estudiantes envueltos en proceso de arresto
4) Recordar y hacer claro a familias y estudiantes, sus derechos legales
5) Proveyendo nombres y números de abogados
6) Negociando con la policia para la libertad de los estudiantes bajo la custodia de los padres
7) Documentando el incidente (fecha, hora, dirección, clase de incidente, personas envueltas, etc.)
8) Seguimiento (estar seguro de que padre e hijo van a la corte, etc.)
9) Apoyo legal en la Estación de Policia y Corte

WHEN YOU CAN'T GET NAMES, YOU CAN OFTEN GET BADGE NUMBERS, OR AT THE VERY LEAST GET TO KNOW THE UNIFORMS THAT IDENTIFY THE DIFFERENCE POLICE UNITS: BOSTON POLICE, M. D. C., STATE POLICE, U. S. MARSHALLS, ETC.

IN CASE OF ARREST

THE CRISIS TEAMS HAVE INCLUDED IN THEIR STRUCTURE A SOCIO-LEGAL COMPONENT THAT WILL BE WORKING WITH STUDENTS AND PARENTS IN THE FOLLOWING AREAS:

1) INFORMING PARENTS ABOUT CHARGES AGAINST THE CHILD
2) COURT PROCEEDINGS
3) PROVIDING SUPPORT FOR STUDENTS INVOLVED IN THE ARREST PROCEEDINGS
4) APPRISE FAMILIES AND STUDENTS OF THEIR LEGAL RIGHTS
5) SUPPLYING NAMES AND NUMBERS OF LAWYERS
6) NEGOTIATING WITH POLICE FOR THE RELEASE OF THE STUDENT INTO HIS PARENTS CUSTODY
7) DOCUMENTING THE INCIDENT (DATE, TIME, ADDRESS, FORM OF HARRASSMENT, PEOPLE INVOLVED, ETC.)
8) FOLLOWUP (MAKING SURE PARENT AND CHILD GET TO COURT)
9) ADVOCACY IN POLICE STATIONS AND COURT

THE CRISIS TEAM MEMBERS SHOULD NOT INTERFERE WITH POLICE DURING THE ARREST PROCEDURE. HE/SHE SHOULD CALL IMMEDIATELY TO THE CENTRAL NUMBER AT FREEDOM HOUSE INSTITUTE 440-9610, REPORT WHAT HE OBSERVED, THE NAME OF THE STUDENT INVOLVED, HOW THE INCIDENT THAT CAUSED THE ARREST PROCEDURE STARTED, OTHER PEOPLE INVOLVED, NAME AND/OR BADGE NUMBER OF ARRESTING OFFICER(S), AND MOST IMPORTANT THE POLICE STATION

R E P O R T E R O S

Los reporteros de la prensa y la televisión estarán alrededor de muchas escuelas. Ellos dicen: "Todo el mundo se altera cuando ven la prensa", pero eso no debe de ser así.

Si usted ve reporteros en la escena, no espere que ellos vengan a usted, diríjase hacia éllos, identifíquese y asegurese de darle la información correcta.

Nosotros queremos que el proceso del cubrimeinto de la desegregación sea exacto y claro. Trate que los reporteros obtengan una idea clara de la situación real.

C O M O   V E S T I R

Los miembros del Equipo de Crisis deben usar ropa y zapatos confortable. Vista apropiado. RECUERDE: EVITE USAR PRENDAS COLGANTES, i.e.: bufandas, pantallas, cadenas, collares, etc..

Si usted tiene el cabello largo, no lo lleve suelto, trate de recogerselo, usando un pañuelo, sombrero, etc..

WHERE THE STUDENT OR PERSON WILL BE TAKEN. (OR THE AREA IN WHICH THE ARREST WAS MADE). THE CENTRAL OFFICE WILL THEN DISPATCH A LEGAL ADVOCATE FOR THE PERSON(S) ARRESTED. (REFER TO YOUR SPECIAL INSTRUCTIONS SHEET).

REPORTERS

THE NEWSPAPERS AND TELEVISION WILL BE PRESENT AROUND MANY SCHOOLS. THEY SAY ''EVERYBODY JUMPS FOR THE PRESS'', BUT THAT DOESN'T HAVE TO BE SO.

IF YOU SEE REPORTERS ON THE SCENE, DON'T WAIT FOR THEM TO COME TO YOU, GO UP TO THEM AND AFTER IDENTIFYING YOURSELF, MAKE SURE THEY GET THE STRAIGHT FACTS. TELL THEM WHATS GOING ON. WE WANT THE COVERAGE OF THE DESEGREGATION PROCESS TO BE ACCURATE AND CLEAR. DO YOUR PART TO SEE THE REPORTERS GET A PICTURE OF THE REAL SITUATION.

WHAT TO WEAR

CRISIS TEAM MEMBERS SHOULD WEAR COMFORTABLE LOOSE FITTING CLOTHES AND SHOES.

IN CASE OF A SCUFFLE, DO NOT WEAR ANYTHING THAT CAN BE GRABBED OR CAUGHT BY SOMEONE. IF YOU HAVE LONG HAIR, YOU SHOULD TIE IT UP, OR WEAR A KERCHIEF OR CLOSE FITTING HAT. REMEMBER: AVOID WEARING HANGING LOOSE ITEMS (I.E. HOOP EARRINGS, NECKLACES, CHAINS, ETC.)

QUE TRAER

1) Siempre cargue su targeta de identificación. (Use sus targetas de identificacion, la de B.U. si la tiene, y si es necesario cargue su licencia de conducir).

2) Botiquín de primera ayuda medica.

3) Libreta, pluma, lápiz, para mantener el diario de los incidentes.

4) Dinero (solamente traiga el dinero necesario. Tenga cambios para las llamadas teléfonicas y transportación, etc.).

OBTENGASE EN TRAER TARGETAS DE CREDITO Y OTRAS COSAS DE VALOR!!!

5) COPIA DEL MANUAL DE CRISIS (para números de teléfonos de emergencia, tratamientos de primera ayuda médica, etc.).

6) Máquinas fotografícas es una opción, y deben solamente ser usadas por fotógrafos profesionales. Note que MAQUINAS FOTOGRAFICAS O CUALQUIER OTRO OBJETO DE VALOR ASUMEN SU PROPIA RESPONSABILIDAD!!!

RECUERDE: NO LLEVAR GRANDES CANTIDADES DE DINERO EN SU PERSONA, NI TARGETAS DE CREDITO U OTROS OBJETOS DE VALORES QUE NO SEAN NECESARIOS. PARA LA OCASION.

MIEMBROS DEL EQUIPO DE CRISIS TIENEN UNA FUNCION DE ACCION DE NO-VIOLENCIA. Y POR ELLO NO DEBEN CARGAR ARMAS NI EQUIPO PARA USO DE DEFENSA O AGRESIVO!!!

7) "BEEPER", HA SIDO ASIGNADO A TODOS LOS CAPITANES DEL EQUIPO; ESTOS DEBEN MANTENERSE FUNCIONANDO EN TODO TIEMPO. Si usted se le llama de llama de la oficina central llame INMEDIATAMENTE al 262-4160. NO USAR EL SISTEMA DE "BEEPER" INNECESARIAMENTE PARA LLAMAR A LA OFICINA CENTRAL U OTROS EQUIPOS.

Todos los capitanes de equipo deben llevar en todo momento, por lo menos tres dolares ($3.00) en monedas de diez (10¢) en su persona.

TRATAMIENTO DE EMERGENCIA

Los Equipos de Crisis han tenido un entrenamiento limitado en lo que se

W H A T   T O   B R I N G

1. ALWAYS BRING YOUR IDENTIFICATION (WEAR YOUR I.D. BADGES, YOUR B. U. - I. D. AND IF NECESSARY BRING YOUR DRIVERS LICENSE).

2. FIRST AID KIT

3. NOTEBOOK, PEN, PENCIL, FOR KEEPING LOGS OF INCIDENTS, ETC.

4. MONEY (ONLY BRING CHANGE, COINS FOR PHONE CALLS, TRANSPORTATION, ETC.). DO NOT BRING CHARGE CARDS, LARGE AMOUNTS OF MONEY, OR OTHER VALUABLES.

5. COPY OF CRISIS MANUAL (FOR EMERGENCY PHONE NUMBERS, FIRST AID TREATMENT, ETC.).

6. CAMERAS ARE OPTIONAL, AND SHOULD ONLY BE USED BY PROFESSIONAL PHOTOGRAPHERS, MAKE NOTE THAT CAMERAS AND OTHER OPTIONAL ITEMS ARE CARRIED AT YOUR OWN RISK!!!

REMEMBER: DO NOT CARRY LARGE AMOUNTS OF MONEY, CHARGE CARDS OR OTHER VALUABLES NOT NECESSARY FOR THE OCCASION.

CRISIS TEAM MEMBERS ARE COMMITTED TO NON-VIOLENT ACTION WHILE WORKING AND WILL NOT CARRY WEAPONS OR ANY DEFENSIVE MATERIALS!!!

7. BEEPERS HAVE BEEN ASSIGNED TO ALL TEAM CAPTAINS; KEEP THEM OPEN AT ALL TIMES. IF YOU ARE BEEPED FROM THE CENTRAL OFFICE, CALL INTO THAT NUMBER IMMEDIATELY AT 262-4160. DO NOT BEEP INTO THE CENTRAL NUMBER OR ACROSS TEAMS.

ALL TEAM CAPTAINS, SHOULD ALWAYS HAVE AT LEAST $ 3.00 WORTH OF DIMES AT ALL TIMES.

refiere a tratamiento de urgencia y por ello en casos de violencia pueden atender a personas heridas.

A continuación algunas ideas básicas como guía para tratamiento de primera ayuda:

1. Use su sentido común.
2. Detenga la hemorragia.
3. Si fuese necesario limpie la herida y ponga un vendaje.
4. Trate el shock, mantenga la persona cómoda y abrigada.
5. Y lo más pronto posible transporte la persona al hospital.
6. EN CASO DE HERIDAS DE BALA:
    a. Mantenga la persona lo más cómodo(a) posible.
    b. Limpie el área.
    c. Controle la hemorragia - aplicando presión en el área.
    d. Transporte la persona al hospital.
7. Llame a la oficina central y reporte el incidente: número de personas envueltas, lugar donde ocurrió el incidente, estado del herido, y otros detalles. TAMBIEN NO SE OLVIDE DE LLAMAR A LA OFICINA CENTRAL PARA PEDIR APOYO DEL PERSONAL DE SALUD MENTAL para casos de histeria o ataques de ansiedad que no puedan ser controlados en el lugar del incidente.

CASOS ESPECIALES

MAREOS: Recueste la persona, desabotone la ropa. En caso de que la persona este vomitando acomodela de costado.

NO SE LE DEBE ADMINISTRAR LIQUIDOS.

EN CASO DE OBJETOS PROTUNDENTES.................. i.e. uñas, varillas de metal o de madera (objetos atascados en la piel) inmobilize el

EMERGENCY

FIRST AID TREATMENT

IN CASE OF INJURIES RESULTING FROM VIOLENT ENCOUNTERS ENROUTE TO SCHOOL, AROUND SCHOOL AREAS, OR ON THE BUS, CRISIS TEAMS HAVE HAD LIMITED TRAINING IN EMERGENCY FIRST AID, AND CAN IN AN EMERGENCY ASSIST INJURED PERSONS.

FOLLOWING THIS STATEMENT IS A GUIDE FOR EMERGENCY FIRST AID, BUT THE BASICS ARE TO:

1. USE YOUR COMMON SENSE.
2. STOP THE BLEEDING
3. FLUSH OUT THE WOUND AND DRESS IT, IF NECESSARY.
4. TREAT FOR SCHOCK, KEEP PERSON WARM AND COMFORTABLE AS POSSIBLE.
5. TAKE PERSON TO HOSPITAL AS SOON AS POSSIBLE.
6. FOR GUNSHOT WOUND, REMEMBER TO:
   - A) MAKE PERSON AS COMFORTABLE AS POSSIBLE.
   - B) CLEAN AREA
   - C) CONTROL BLEEDING - APPLY DIRECT PRESSURE TO AREA.
   - D) GET PERSON TO HOSPITAL IMMEDIATELY.
7. CALL INTO CENTRAL OFFICE AT 262 4160, REPORT WHO THE INJURED PERSON(S) ARE, AREA WHERE THE INCIDENT TOOK PLACE, THE SERIOUSNESS OF THE INJURY, HOW THE INJURY WAS INFLICTED, AND IF POSSIBLE, BY WHOM. ALSO, CALL INTO THE CENTRAL OFFICE FOR EMERGENCY BACK-UP MENTAL HEALTH TREATMENT FOR CASES OF HYSTERIA AND FITS OF ANXIETY THAT CANNOT BE HANDLED ON THE SCENE.

extremo con abundante vendaje, y lleve la persona al hospital.

HERIDAS PUNSANTES DEL PECHO Y PULMONES - Cubrase la herida.

QUEMADURAS QUIMICAS: (causadas por gasolina, caúticos o ácidos)

Ventile el área y ponga un vendaje seco.

PUNTAPIES EN EL ABDOMEN - Pongase la persona lo más cómoda posible.

NO LE ADMINISTRE LIQUIDOS.

SPECIAL CASES

FAINTING: LIE VICTIM DOWN, LOOSEN TIGHT CLOTHING. IF VICTIM BEGINS VOMITING, LIE HIM/HER ON THEIR SIDE.....DO NOT GIVE ANY LIQUIDS.

IMPALEMENT OF OBJECTS FROM BODY.....I.E. NAILS, STICKS, METAL RODS, ETC. (OBJECTS STUCK IN FLESH):

IMMOBILIZE PROTRUDING END WITH MASSIVE DESSINGS, TAKE PERSON TO THE HOSPITAL.

PUNCTURE WOUND IN LUNGS - CHEST:

CLOSE WOUND AND COVER.

CHEMICAL BURNS/ GENERAL BURNS, (FIRE, ACID, GASOLINE):

COOL AREA OFF, APPLY DRY DRESSING.

KICKS IN STOMACH:

MAKE PERSON COMFORTABLE AS POSSIBLE.

DO NOT GIVE LIQUIDS.

TARGETAS DE IDENTIFICACION Y LAS ESCUELAS

Si en cualquier momento se targeta de identificación no fuese aceptada en las escuelas, y no se le permite entrada o admisión, **NO DISCUTA Y NO INTENTE FORZAR SU ENTRADA A LA ESCUELA.**

....LO QUE DEBE HACER...

LLAME INMEDIATAMENTE a la oficina central e informe su problema a la coordinadora. Ella le dará instrucciones.

PROTOCOLO DE RESPALDO MEDICO PARA LOS EQUIPOS DE CRISIS

Mire siempre su mapa y lista de direcciones de centros de salud antes de tomar alguna otra decisión. Usted puede estar cerca de un hospital, clínica, o centro de salud comunal el cual puede servir a sus necesidades.

IDENTIFICATION AND THE SCHOOLS

IF AT ANY TIME, YOUR I. D. BADGES ARE NOT ACCEPTED AT ANY SCHOOL, AND YOU ARE NOT PERMITTED TO ENTER, DO NOT ARGUE, OR ATTEMPT TO FORCE ENTRY INTO THAT SCHOOL.

....INSTEAD....

CALL IN IMMEDIATELY TO THE CENTRAL OFFICE AND INFORM THE COORDINATOR OF YOUR PROBLEM. SHE WILL GIVE YOU DIRECTION FROM THERE.

MEDICAL BACK-UP PROTOCOL FOR CRISIS INTERVENTION TEAMS

ALWAYS LOOK AT YOUR MAP AND ADDRESS LISTING OF HEALTH CARE FACILITIES BEFORE TAKING ANY OTHER STEPS. YOU MAY BE A FEW BLOCKS FROM A HOSPITAL, CLINIC, OR NEIGHBORHOOD HEALTH CENTER WHICH MIGHT MEET YOUR NEEDS.

EMERGENCY 911

IF A PATIENT OBVIOUSLY NEEDS CRITICAL (LIFE OR LIMB THREATENING) EMERGENCY CARE CALL 911 FOR AN AMBULANCE.

MINOR PROBLEM - SUPPORT

IF THE MEDICAL PROBLEM IS MINOR (I.E., SMALL CUTS AND BRUISES WHICH DO NOT REQUIRE IMMEDIATE MEDICAL ATTENTION), OFFER PSYCHOLOGICAL SUPPORT AND FIRST AID. DELIVER THE CHILD OR CHILDREN TO THE CARE OF FAMILY OR FRIENDS.

EMERGENCIA 911

Si un paciente obviamente necesita atención de emergencia, llame al 911 para una ambulancia.

PROBLEMAS MENORES - APOYO

Si el problema médico es menor (i.e. pequeñas cortaduras, peladuras los cuales no requieren atención médica inmediata) ofrezca apoyo moral y primera ayuda. Envie el niño(a) al cuidado de familiares o amigos.

Por definición, problemas menores pueden ser vistos por un médico más tarde ese dia o esa noche acompañado por los padres u otros parientes. Esto disminuirá el trauma psicológico del niño(a).

SITUACION DUDOSA

Si hay alguna duda de como manejar alguna situación en particular, llame al 262-4210 (número especial del Hospital Universitario), Identifiquese como miembro del "Equipo de Crisis" y pregunte por la enfermera encárgada. Describa su situación a la enfermera encargada y élla le aconsejará como proceder.

Aunque el 262-4210 es un número especial, puede sonar varias veces antes

BY DEFINITION MINOR PROBLEMS CAN BE SEEN BY A PHYSICIAN LATER THAT DAY OR EVENING IN THE COMPANY OF PARENTS OR OTHER RELATIVES. THIS WILL MINIMIZE THE PSYCHOLOGICAL TRAUMA FOR THE CHILD.

UNCLEAR SITUATION

IF THERE IS ANY DOUBT CONCERNING HOW TO HANDLE A PARTICULAR SITUATION CALL 262-4210 (UNIVERSITY HOSPITAL SWITCHBOARD SPECIAL NUMBER), IDENTIFY YOURSELF AS 'CRISIS INTERVENTION TEAM' AND ASK FOR THE EMERGENCY ROOM. WHEN THE OPERATOR CONNECTS YOU TO THE EMERGENCY ROOM AGAIN IDENTIFY YOURSELF AS 'CRISIS INTERVENTION TEAM' AND ASK FOR THE CHARGE NURSE. DESCRIBE YOUR SITUATION TO THE CHARGE NURSE AND SHE WILL ADVISE YOU ON HOW TO PROCEED.

EVEN THOUGH 262-4210 IS A SPECIAL NUMBER IT MAY TAKE SEVERAL RINGS BEFORE A RESPONSE. HANG ON !! IF, HOWEVER, YOU CAN'T GET THROUGH FOR SOME REASON CALL THE B. U. MENTAL HEALTH HOT LINE AND THEY WILL HAVE THE EMERGENCY ROOM CALL YOU BACK IMMEDIATELY.

UNDER UNUSUAL CIRCUMSTANCES THE EMERGENCY ROOM CHARGE NURSE WILL DISPATCH THE UNIVERSITY HOSPITAL VOLKSWAGEN VAN WITH A NURSE OR A MEDICAL STUDENT TO YOUR LOCATION OR TO YOUR EXPECTED DESTINATION (IF YOU ARE IN TRANSIT AND MUST KEEP MOVING). THE VAN WILL BRING THE CHILD OR CHILDREN TO UH OR THE MOST APPROPRIATE FACILITY FOR IMMEDIATE ATTENTION. THIS VAN IS NOT AN AMBULANCE BUT RATHER A TRANSPORTATION MECHANISM FOR SPECIAL CIRCUMSTANCES SURROUNDING MINOR MEDICAL PROBLEMS. IT IS A PRECIOUS RESOURCE AND MUST BE USED WITH GREAT DISCRETION.

FOR IDENTIFICATION, THE VAN IS: BLUE, 1970 V.W. WITH ''UNIVERSITY HOSPITAL, DIVISION OF BOSTON UNIVERSITY MEDICAL CENTER'' PAINTED IN WHITE LETTERS.

de ser contestado. ¡¡Espere!!. Mas, sin embargo, no puede usted comunicarse por alguna razón, llame a la línea directa del "B.U. Mental Health" y ellos harán que alguien del Salón de Emergencia le llame a usted inmediatamente.

Bajo circunstancias no comunes la enfermera encargada del Salón de Emergencia enviara la guagua Volkswagen de el Hospital Universitario con una enfermera y un estudiante de medicina a su localidad o a su lugar de destino (si esta usted en tránsito y debe continuar moviendose). La guagua traera el niño(a) al Hospital Universitario o la más cercana facilidad para atención inmediata. Esta guagua no es una ambulancia, es un mecanismo de transportación para circunstancias especiales en cuestiones de problemas médicos menores. Es un recuerdo muy valeroso y debe ser usado con mucha discreción.

Para su identificación, la GUAGUA es: AZUL, 1970 V.W. con letras blancas que dicen "UNIVERSITY HOSPITAL, DIVISION OF BOSTON UNIVERSITY MEDICAL CENTER"

APPENDIX

First Aid Guide

Map of Emergency Hospitals

Emergency Phone Numbers

Refuge Centers, Churches

Agency Resources

APPENDIX

Guia de Primera Ayuda Médica

Mapa de Hospitales de Emergencia

Lista de Números de Teléfonos en Caso de Emergencia

Centro de Refugios e Iglesias

Agencias de Recursos

B I B L I O G R A P H Y

THE FOLLOWING IS A READING LIST WHICH WILL BE HELPFUL TO ANYONE WHO IS INTERESTED IN THE IMPLEMENTATION OF THE DESEGREGATION IN BOSTON.

BARROS, S., BATSON, R., PETERS, L., "PROGRESS REPORT - JULY 1, 1975 TO SEPTEMBER 30, 1975", SUBMITTED TO THE NATIONAL INSTITUTE OF MENTAL HEALTH, 1975

THIS WAS A REPORT OF THE ACTIVITIES OF THE CRISIS INTERVENTION TEAM FOR THE PERIOD SPECIFIED.

BATSON, R. M., AND JACKSON, E. S. , IN DEFENSE OF JUDGE GARRITY, BOSTON GLOBE, NOVEMBER, 1974

THIS ARTICLE IS AN ANALYSIS OF SCHOOL DESEGREGATION LAW AND JUDICIAL PROPERTY.

BOLNER, J. AND SHANEY, R. A. CIVIL RIGHTS IN THE POLITICAL PROCESS: AN ANALYSIS OF THE MASSACHUSETTS RACIAL IMBALANCE LAW OF 1965 BUREAU OF GOVERNMENT RESEARCH, UNIVERSITY OF MASSACHUSETTS, 1967

THIS IS A CASE STUDY OF THE ORIGINS OF THE RACIAL IMBALANCE CONTROVERSY IN BOSTON.

BOSTON BAR ASSOCIATION: DESEGREGATION, THE BOSTON ORDERS AND THEIR ORIGIN. 1975

EXPERTS: DENLTER, R., AND SCOTT, M. MASTERS: SPIEGEL, J. KEFFEL, F., MC CORMACK, E., WILLIE, C.,: REPORT OF THE MASTERS IN TALLULAH MORGAN, ET. AL. VERSUS JOHN KERRIGEN, ET. AL.:

THE COURT APPOINTED EXPERTS AND MASTERS DRAFTED A PLAN WHICH WAS LATER REVISED. IT IS IMPORTANT TO NOTE WHICH PORTIONS OF THIS PLAN WERE ADOPTED BY THE COURT.

FREEDOM HOUSE INSTITUTE ON SCHOOLS AND EDUCATION: BOSTON DESEGREGATION: QUESTIONS AND ANSWERS, 1974

THIS IS AN EXCELLENT PAMPHLET WHICH ANSWERS MANY OF THE QUESTIONS ASKED AS TO WHAT LED UP TO THE GARRITY DECISION.

FREEDOM HOUSE INSTITUTE ON SCHOOLS AND EDUCATION: STUDENT DESEGREGATION PLAN - BOSTON SCHOOL COMMITTEE, A RESPONSE, 1974

THIS IS THE RESULT OF THE THINKING OF A GROUP OF BLACK PEOPLE. IT IS IMPORTANT BECAUSE IT REFLECTS NOT ONLY A DIRECT RESPONSE TO A PLAN BUT SOME IMPORTANT OBSERVATIONS OF DESEGREGATION AND THE EDUCATION OF BLACK CHILDREN.

FREEDOM HOUSE INSTITUTE ON SCHOOLS AND EDUCATION: BOSTON DESEGREGATION - THE FIRST TERM 1974 - 1975 SCHOOL YEAR, 1975

THIS BROCHURE PROVIDES ANSWERS AND OBSERVATIONS OF THE FIRST FOUR MONTHS OF DESEGREGATION.

GARRITY, A. W. JR., THE BOSTON SCHOOL DECISION COMMUNITY ACTION COMMITTEE OF PAPERBACK BOOKSMITH, 1974

THIS DECISION SHOULD BE READ BY ALL IN ORDER TO UNDERSTAND WHY BLACK PARENTS WENT TO THE COURTS FOR REDRESS.

GARRITY, J., STUDENT DESEGREGATION PLAN. UNITED STATES DISTRICT COURT - DISTRICT OF MASSACHUSETTS. 1975

THIS IS THE FINAL DESEGREGATION IMPLEMENTATION PLAN.

GOODE, D., KNAPP, P., ET. AL., "EVALUATION PROGRESS REPORT - JULY 1, 1975 TO DECEMBER 15, 1975", SUBMITTED TO THE NATIONAL INSTITUTE OF MENTAL HEALTH, 1976

THIS REPORT WAS A COOPERATIVE VENTURE WITHIN THE BOSTON UNIVERSITY DIVISION OF PSYCHIATRY AND THE SOLOMON CARTER FULLER MENTAL HEALTH CENTER TO EVALUATE THE PROGRESS OF THE CRISIS INTERVENTION PROGRAM.

MC GOVERN, G., THE ISSUE IS US, 1975

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DR. PIERCE DESCRIBES THE EFFECTS OF THE ENVIRONMENTAL DISTRESSES THAT AFFECT US AS WE GO ABOUT OUR DAILY LIVES.

THE PUBLIC SCHOOLS OF THE CITY OF BOSTON: SCHOOL DESEGREGATION PLAN, 1974

A DESEGREGATION PLAN HAD BEEN PRESENTED TO THE COURT BY THE STATE BOARD OF EDUCATION. THIS IS A PLAN WHICH WAS FORMULATED AS A SUBSTITUTE FOR THE STATE PLAN BY THE STAFF OF THE SCHOOL COMMITTEE.

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YOUNG, ANDREW (UNITED STATES CONGRESSMAN), A CRISIS TEAM APPROACH TO SCHOOL DESEGREGATION - CONGRESSIONAL RECORD, 94TH CONGRESS FIRST SESSION OCTOBER, 1975

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FREEDOM HOUSE, INC. - THE BOSTON SCHOOL BUSING ORDER - WHAT DOES IT MEAN?

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PEGRAM, MARGARET - INTERVIEWING - AN OUTLINE THE PRIMARY GOAL OF THE INTERVIEWING TECHNIQUES PRESENTATION WAS TO STRESS THE IMPORTANCE OF THE OBSERVATIONAL AND LISTENING SKILLS DURING AN INTERVIEW AND TO KNOW THE PURPOSE OF THE INTERVIEW.

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